DOCUMENT RESUME

ED 152 967 08 CE 014 260

AUTHOR	Norton, Robert E.; And Others
TITLE	National Institute for Performance-Based Teacher Education. Second Phase: 1976-1977. Final Report.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE	Nov 77
GRANT	G05-76-00038
NOTE	199p.; For related documents see CE 011 533, CE 014 160-161, and CE 013 792-795
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	Inservice Teacher Education; *Institutes (Training Programs); *Instructional Materials; Management; Performance Based Education; *Performance Based Teacher Education; Program Administration; *Program Development; Program Improvement; Resource Staff Role; *Teacher Workshops; *Technical Assistance; Vocational Education

ABSTRACT

The purpose of the National Institute for Performance-Based Teacher Education (PBTE) was to provide for improving the quality of vocational teacher preparation by developing the skill of selected teacher educators, staff development leaders, and other decision makers to adapt, utilize, and implement PBTE concepts and curricular materials. Personnel from twenty-five institutions representing twenty-one different states participated in the institute. The institute consisted of a series of instructional components including two national workshops for leadership personnel, twenty-four on-site workshops for training additional resource persons at each of the participating institutions, and follow-up technical assistance to facilitate the implementation process. In addition to the workshops conducted and the technical assistance provided, two workshop PBTE modules (CE 014 160-161) and a fifteen-minute color slide/tape presentation on the role of the resource person were disseminated. Feedback from the two national workshops and the on-site workshops was very positive, and the stated objectives of the institute were successfully accomplished. (Two-thirds of this report consists of an appendix which includes a description of the PBTE curricula materials used in the institute, the script of the color slide/tape presentation, final reports of the participating institutions, and other related materials. A report of a subsequent PBTE national workshop and related training materials are also available in the ERIC system under the following CE numbers: 013 792-795.) (Author/BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152967

NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION

Second Phase: 1976–1977

Final Report
Project No. OH-V-N-N
Grant No. GO5-76-00038

Robert E. Norton
James B. Hamilton
Glen E. Fardig
Lois Harrington
Karen M. Quinn

Professional Development in Vocational Education
The Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210

November 1977

CE 014 260

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The National Institute for Performance-Based Teacher Education was conducted by The Center for Vocational Education pursuant to an agreement (Project No. OH-V-N-N, Grant No. GO5-76-00038) with the Ohio Department of Education, Division of Vocational Education, and the U.S. Office of Education under the provisions of EPDA Part F, Section 553.

The work reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

FOREWORD

This final report documents and describes the planning, national workshops, on-site workshops, technical assistance, and evaluation activities that were a part of the The Center's 1976-1977 Second Phase National Institute for Performance-Based Teacher Education (PBTE). The need for a second national institute on PBTE was supported by the fact that many vocational teacher education institutions and state departments of education continued to show strong interest in learning about the concepts and materials associated with this alternative approach to preservice and inservice teacher education. In spite of the fact that some 214 persons were given in-depth preparation in PBTE concepts, materials, and implementation procedures through the 1975-1976 National Institute, there were still many vocational teacher educators and state department leadership personnel who lacked and wanted the training necessary to implement PBTE successfully in their respective institutions and states.

This report documents how The Center's Second Phase PBTE Institute, which involved 25 different educational agencies from 20 different states, contributed toward the goal of meeting this training need. The focus of the Institute was on developing the skill of selected vocational teacher educators and state department of education decision-makers to adapt, utilize, and implement PBTE concepts and materials in their teacher preparation programs. A series of instructional components was provided including an eastern and a western workshop for leadership teams, on-site workshops at each of the participating institutions, and follow-up on-site technical assistance visits by Institute staff to most agencies. In addition, two specially designed performance-based workshop modules were revised and updated as resources for orienting and training the many personnel involved. Other materials developed and used in the workshops included transparencies and a color slide-tape presentation on the role of the resource person. Revised editions of the PBTE state-of-the-art and guide to implementation of PBTE, publications that had been developed for the First Phase Institute, were also used as supportive training and reference documents.

The national workshop module entitled Adapt, Utilize, and Implement PBTE Curricular Materials, Module X-101, and the institutional on-site workshop module entitled Adapt, Utilize, and Implement PBTE Curricular Materials, Module X-102 are considered a part of this final report by reference only. In the same manner, the color slide-tape presentation entitled "Role of the Resource Person Using The Center's PBTE Materials" is also considered a part of this final report.

As with any national personnel development effort of this magnitude, many persons contributed significantly to its success. Special recognition for major individual roles in planning, materials development, conducting and evaluating the national workshops, coordinating and assisting with the on-site workshops, and providing technical assistance goes to: Robert E. Norton, Institute Director and Associate Program Director for Professional Development in Vocational Education; James B. Hamilton, Program Director for Professional Development in Vocational Education; Glen E. Fardig, Research Specialist; Lois Harrington, Program Associate; and Karen M. Quinn, Program Associate. Recognition is also extended to Debbie Parsley, Susan Ryckman, and Lois Abram who typed this final report and the many materials associated with the Institute effort.

Sincere appreciation is also extended to the site coordinators and assistant site coordinators from the First Phase PBTE Institute who served so ably as consultants to some of the on-site workshops; to the 75 persons (site coordinators, assistant coordinators, and state department representatives) who made up the leadership teams from the 25 participating institutions; and to members of the National Planning Group for their advice and assistance in carrying out the Institute's activities.

Finally, thanks are extended to Darrell Parks, State EPDA Coordinator, Ohio; Daryl Nichols, USOE Region V EPDA Program Officer; and Duane Nielsen, Chief, Vocational Education Personnel Development, Bureau of Occupational and Adult Education, USOE; for their guidance and administrative assistance in planning and conducting the Institute.

Robert E. Taylor
Executive Director
The Center for Vocational
Education

ABSTRACT

Project No.: OH-V-N-N Grant No.: G05-76-00038

Title of Project: National Institute for Performance-Based Teacher Education: Second Phase

Grantee Organization: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Project Director: Robert E. Norton

Period Covered: July 1, 1976 to September 30, 1977

The purpose of this Second Phase Institute was to provide for improving the quality of vocational teacher preparation by developing the skill of selected teacher educators, staff development leaders, and other decision-makers to adapt, utilize, and implement performance-based teacher education (PBTE) concepts and curricular materials. The Institute consisted of a series of instructional components including two national workshops for leadership personnel, 24 on-site workshops for training additional resource persons at each of the participating institutions, and follow-up technical assistance to facilitate the implementation process. In addition to the workshops conducted and the technical assistance provided, two workshop modules and a 15-minute color slide/tape presentation on the role of the resource person in PBTE were prepared and disseminated.

Twenty-five institutions representing 21 different states were selected to participate in the Institute from the 57 nominations and 27 applications received. Four hundred and sixty-five persons from these institutions and their respective state departments of education were trained as site leaders and resource persons in the national and institutional workshops. Approximately 1636 additional persons received a shorter period of PBTE awareness training. Teachers and teacher educators from all vocational service areas, vocational guidance, and industrial arts participated.

The national and on-site workshops were planned and conducted using specially designed performance-based teacher education modules (X-101 and X-102) as the medium of instruction. The use of these modules enabled the Institute staff to model the type of instruction that participants were in turn expected to utilize with their students. A variety of strategies was used including small- and large-group presentations and discussions, individual activities, team activities, case studies, simulations, role-playing, and hands-on activities.

The PBTE materials that were used by the resource persons trained through the Institute were the 100 performance-based teacher education modules developed by The Center for Vocational Education. These modules, which emphasize the teachers' ability to perform in the teaching role, were developed on the basis of Center research that identified the competencies critical to successful vocational teaching. In addition to the 465 resource persons who participated in training, approximately 3254 teachers, preservice and inservice, secondary, post-secondary, and adult levels, also utilized the PBTE concepts and curricular materials. The reactions of both the resource persons and the teachers to the materials were overwhelmingly positive. All of the participating institutions reported plans to continue using the PBTE concepts and materials, in a wide variety of preservice and inservice settings. Most of the institutions also indicated plans to further institutionalize PBTE through the training of additional resource persons and by converting more courses, workshops, and other instructional activities to the PBTE approach.

Feedback on the two national workshops for site coordinators and state department representatives was very positive. Participants reported significant gains in their own knowledge and ability to adapt, utilize, and implement PBTE concepts, materials, and programs. Strongly positive feedback was also received from most of the participants in the 24 on-site workshops (one of the 25 institutions was not able to conduct an on-site workshop). Participants were particularly complimentary about the use of modules as the basis for their training, the quality of the written materials used, and about the quality of staff/participant interactions.

It is reasonable to conclude that the Institute was very successful in accomplishing its stated objectives. The number of persons actually trained far exceeded expectations. The PBTE concepts and materials were extensively used, a large number of persons received resource person and awareness training, and implementation has gotten off to a good start at 24 of the involved institutions. While a good start has been made through this Second Phase Institute and through the First Phase Institute, it must be said that if PBTE is to reach its fullest potential for improving the quality of vocational teacher preparation, considerably more remains to be done. More institutions at all levels need to become involved, many more teacher educators, staff development leaders, and state staff personnel need to be trained in PBTE concepts and materials, some installation problems still need to be resolved, and implementation efforts must continue in those institutions where a good start has been made.

CONTENTS

Foreword . . . iii
Abstract . . . v
Chapter I: Introduction . . . 1
Chapter II: Accomplishments . . . 5
  Objective 1 . . . 5
  Objective 2 . . . 8
  Objective 3 . . . 11
  Objective 4 . . . 12
  Objective 5 . . . 13
  Objective 6 . . . 14
Chapter III: Major Activities and Events . . . 17
Chapter IV: Problems . . . 19
Chapter V: Publicity Activities . . . 21
Chapter VI: Dissemination Activities . . . 23
Chapter VII: Data Collection and Evaluation Findings . . . 25
Chapter VIII: Other Activities . . . 51
Chapter IX: Staff Employment, Utilization, and Development . . . 55
Chapter X: Participant Characteristics . . . 57
Chapter XI: Summary and Conclusions . . . [illegible]
Appendix A: Description of the PBTE Curricular Materials Used in the Institute . . . 63
Appendix B: National Planning Group Meeting Agenda . . . 69
Appendix C: Nomination Letter, Form, and Brochure . . . 73
Appendix D: List of Teacher Education Institutions Nominated . . . 77
Appendix E: Application Letter and Form . . . 81

Appendix F: Names of Site Coordinators, Assistant Coordinators, and State Department Representatives. 89

Appendix G: Slide/Tape Script on Role of the Resource Person Using The Center's Performance-Based Teacher Education Materials. 97

Appendix H: National Workshop Agenda 103

Appendix I: Final Reports of the Participating Institutions 107

Appendix J: Selected Institute Publicity Materials 179

LIST OF TABLES

Table 1: Summary of the Number of Persons Receiving Awareness and Resource Person Training, and Involved in Actual Module Use by Institution 26

Table 2: Summary of the Number of Preservice and Inservice Teachers Involved in Module Use, and the Total Number of Teachers Involved by Institution. 30

Table 3: Summary of the Vocational Service Areas and the Levels and Special Groups Involved in Module Use by Institution. 32

Table 4: National Workshops Estimate of Performance Summary 36

Table 5: National Workshops Final Evaluation Summary 40

CHAPTER I:
INTRODUCTION

Background

In 1976 there was a small cadre of vocational teacher educators and other vocational education leaders who were both knowledgeable and experienced in adapting, utilizing, and evaluating performance-based* teacher education (PBTE) materials. While over 200 persons had been trained in the First Phase (1975-1976) PBTE Institute, many additional persons in other institutions and other states still lacked knowledge of the concepts and principles of PBTE, the research that had been conducted, the materials that had been developed, the role of the resource person in using the materials, and recommended procedures for program implementation. Further, the profession lacked a comprehensive training package for preparing leadership personnel and resource persons who want to implement preservice and inservice PBTE programs.

In order to help meet these identified needs, the Second Phase PBTE Institute described herein was conducted. The Institute focus shifted from the adaptation, utilization, and evaluation of PBTE concepts and materials, to emphasis on the adaptation, utilization, and implementation of PBTE concepts and materials. High quality, field-tested instructional modules developed on the basis of earlier research (see Appendix A for a fuller description of the PBTE materials used) that identified the competencies important to successful vocational teaching, were the bases of instruction. Other materials needed for orienting participants to the state-of-the-art in PBTE, to recommended procedures for use of the materials, and to alternative implementation strategies were either reproduced (those available from First Phase Institute and other projects), or developed (the role of the resource person slide-tape), or revised and updated (the workshop modules X-101 and X-102) and utilized in the various training sessions.

---

*For purposes of this Institute and this final report, the term "performance-based" is generally used; however, the term is considered essentially synonomous with the term "competency-based teacher education."

Goals and Objectives

The major objectives of the Institute were:

1. to refine plans for conducting the overall Institute
2. to prepare a comprehensive performance-based training package on the installation of PBTE programs
3. to plan and conduct two national workshops on PBTE concepts, curricular materials, and implementation procedures
4. to assist in planning and conducting 25 on-site workshops on PBTE concepts, curricular materials, and implementation procedures
5. to provide individualized on-site technical assistance for installing PBTE
6. to evaluate overall Institute outcomes and to prepare a progress report and a final Institute report

Each of the major objectives implied processes or activities that were necessary to achieve the overall objectives of the Institute. The immediate overall goal of the Institute was to prepare additional vocational educators in the skills and knowledge necessary to adapt, utilize, and implement PBTE concepts, materials, and programs. The ultimate goal of the Institute was to promote PBTE as a vehicle for improving the preparation of vocational teachers.

The following represent the specific performance objectives that were expected to be achieved by Institute participants as a result of their completing all of the planned training activities. Each participant would be able to:

1. identify the need for improving and providing alternative approaches to personnel development in vocational education
2. describe the concepts and rationale underlying the PBTE approach to teacher education
3. describe the nature and use of modularized performance-based professional teacher education curricula

4. compare and explain the differences between PBTE programs and traditional programs of teacher education

5. explain alternative approaches for implementing preservice and inservice performance-based teacher education programs and materials

6. assess individual student needs and select appropriate PBTE materials to help meet the professional preparation needs of present and prospective vocational teachers

7. design and make operational an appropriate teaching-learning design for implementing PBTE curricula components in a specific setting

8. serve effectively in the resource person role as helper, advisor, and evaluator

9. orient prospective and inservice teachers to their role and responsibilities in using performance-based curricular materials

10. evaluate the quality and effectiveness of performance-based materials in developing specified professional teacher competencies

11. more objectively assess a teacher's ability to perform specified competencies in actual classroom situations

12. assist with the training of other vocational teacher educators and administrators who desire to adapt and utilize PBTE curricula

The accomplishments and significant findings resulting from the completion of each Institute major objective are explained in the remaining sections of this report. Insofar as was possible, the report follows the outline for Program Performance Reports for Adult Vocational Education Professions Development Act (EPDA) Programs.

CHAPTER II: ACCOMPLISHMENTS

On February 18, 1976, a proposal for funding a National Institute for Performance-Based Teacher Education (Second Phase) was transmitted to the U.S. Office of Education in response to an EPDA request for proposals. On June 22, 1976, after the submittal and approval of requested amendments, official notification was received from the Division of Vocational Education, Ohio Department of Education, that the proposal had been accepted and a contract would be awarded The Center for conducting the Institute.

Objective 1: Refine plans for conducting the overall Institute.

In order to achieve this major objective, a National Planning Group was selected and convened on August 24-25, 1976. The function of the National Planning Group was to advise the Institute staff concerning the major activities of the proposed training program. Specifically, their advice was sought and used with regard to the (1) selection of participants; (2) specific training strategies to be used in the national and on-site workshops; (3) sequencing of scheduled activities; (4) procedures for providing technical assistance; (5) the training materials to be used; and (6) planned evaluation procedures. See Appendix B for a copy of the agenda used for the meeting.

The National Planning Group was comprised of one person from each of the ten USOE geographic regions as follows:

Region 1 - Dr. Arthur Berry, Chairman
Department of Industrial Education
and Technology
University of Maine at Portland-Gorham
Gorham, Maine 04038

Region 2 - Dr. Helen Hartle, Director
Interstate Certification Project
New York State Department of Education
Albany, New York 12210

Region 3 - Dr. John Bolvin, Associate Dean
College of Education
University of Pittsburgh
Pittsburgh, Pennsylvania 15260

Region 4 - Dr. Willis T. Ellis, Professor
Agricultural Education
North Carolina Agricultural and
Technical State University
Greensboro, North Carolina 27411

Region 5 - Dr. Darrell Parks, Assistant Director
Division of Vocational Education
State Department of Education
Columbus, Ohio 43215

Region 6 - Dr. Ken Brown, Chairman
Department of Curriculum and Instruction
College of Education
University of Houston
Houston, Texas 77004

Region 7 - Dr. Hazel Crain, Coordinator (PBTE Institute Site Coordinator for 1975-1976)
Vocational Technical Education
University of Nebraska-Lincoln
Lincoln, Nebraska 68508

Region 8 - Dr. Charles Parker, Professor (PBTE Institute Assistant Site Coordinator for 1975-1976)
Department of Business Education
Utah State University
Logan, Utah 84321

Region 9 - Dr. James W. Beckett, Coordinator
Personnel Development
State Board for Vocational Education
Sacramento, California 95814

Region 10 - Mr. Art Binnie, State Director
Coordinating Council for
Occupational Education
Old Capitol Building
Olympia, Washington 98501

Ex Officio Members

1. Dr. Allen Schmieder, Chief Support Programs
Division of Educational Systems
United States Office of Education
Washington, D.C. 20202

2. Dr. Daryl Nichols, EPDA Program Officer
USOE Region V
Chicago, Illinois 60606

3. Dr. Duane Nielsen, Chief
Vocational Education Personnel Development
Bureau of Occupational and Adult Education
United States Office of Education
Washington, D.C. 20202

Nominations for participation in the Institute were sought by letter from each of the 56 state and territorial EPDA coordinators. Sent along with the letter to the EPDA coordinators was a nomination form and Institute brochure. See Appendix C for copies of the letter, nomination form, and brochure.

By the cutoff date for nominations (July 16, 1976), 38 state EPDA coordinators had nominated 57 different institutions for participation in the Institute. A list of the institutions nominated is contained in Appendix D.

On July 21, 1976 a letter, application form, and related explanatory materials were sent to the contact persons at each of the 57 institutions nominated. See Appendix E for a copy of the application letter and form.

By the deadline date (postmarked not later than August 11, 1976), 27 applications had been received. Criteria for the selection of the participants and institutions which were reviewed and approved by the National Planning Group were as follows:

Criteria for selection of the participants were twofold:

Degree of personal commitment to PBTE efforts.

Potential ability to implement the curricula within their institution in a performance-based mode.

Criteria for selection of the cooperating institutions included:

The administration and staff of the vocational department approve of and support the concept of performance-based teacher education.

A history of cooperation exists between professional personnel in the state department of education and the vocational teacher education faculty.

Evidence exists of the ability of the teacher education institution/agency to commit resources (facilities and professional personnel) to the implementation of a PBTE program.

The institution/agency has demonstrated leadership in the preparation of vocational teachers.

The institution/agency is anxious to work cooperatively with The Center in training personnel to implement a PBTE program.

Although institution/agencies preparing teachers in a single vocational service area will be considered, preference will be given to those providing preservice and inservice teacher preparation in a number of vocational areas. Both large and small vocational teacher education institutions will be involved.

From the 27 applications received, 25 teams of participants were selected by the Institute staff with the advice of the National Planning Group. The institutions which were selected, their location, and the name of the site coordinator appears on the next page. For a complete listing of the names and addresses of the 25 site coordinators, assistant coordinators, and state department representatives participating in the Second Phase Institute, see Appendix F.

The second stage of participant selection involved selecting additional persons (teacher educators, state and local administrators, and personnel development coordinators) who would participate in the on-site workshops on installing PBTE curricular materials and programs.

Selection of the additional participants was made by each of the respective site coordinators and assistant coordinators, using the following criteria as a guide:

1. Each individual participant has responsibility for preservice and/or inservice professional preparation of secondary and/or post-secondary vocational teachers.

2. Each individual agrees to participate in the on-site workshop and to consider the use of the PBTE curricular materials.

3. Participants from each site represent as many different vocational service areas as possible.

Although selection was not involved, the 25 site coordinators were encouraged to invite additional persons to attend at least part of the on-site workshops for general awareness purposes. Members of the dean's office, directors of student teaching, state vocational association officers, members of the state vocational advisory council, members of the state vocational education agency staff, and similar policy-makers showed much interest in attending the on-site workshops. It was felt that the attendance of these persons would serve an important informational and public relations purpose.

Objective 2: Prepare a comprehensive performance-based training package on the installation of PBTE programs.

This task consisted of five major tasks as follows:

1. Revise and update the existing state-of-the-art report.

2. Revise and update the existing guide to the implementation of PBTE programs.

3. Revise the X-101 and X-102 workshop modules.

LIST OF INSTITUTIONS AND SITE COORDINATORS SELECTED FOR PARTICIPATION IN THE SECOND PHASE (1976-77) PBTE INSTITUTE

Institution	Address	Site Coordinator
Appalachian State University	Boone, North Carolina	Dr. Clinton Parker
Brigham Young University	Provo, Utah	Dr. Jerry Grover
Central Connecticut State College	New Britain, Connecticut	Dr. Raymond Ross
Central State University	Edmond, Oklahoma	Dr. J. W. Weatherford
Cullman County Area Vocational Ctr.	Cullman, Alabama	Dr. Howard Fortney
Eastern New Mexico University	Portales, New Mexico	Dr. Ok D. Park
Federated Universities of North Texas Area	Richardson, Texas	Dr. Billy Pope
Indiana University	Bloomington, Indiana	Dr. Donald Kinzy
Iowa State University	Ames, Iowa	Dr. John Van Ast
Michigan State University	East Lansing, Michigan	Dr. George Ferns
New York Institute of Technology	Old Westbury, New York	Dr. Joan Borum Penrose
Ohio State University	Columbus, Ohio	Dr. Aaron Miller
Pennsylvania State University	University Park, Pennsylvania	Dr. Wayne L. Detwiler, Sr.
Purdue University	West Lafayette, Indiana	Dr. Max Eddy
State University College at Utica/Rome	Utica, New York	Dr. John W. Glenn Jr.
Suburban Hennepin Technical Center	Eden Prairie, Minnesota	Dr. David Sprague
University of Kentucky	Lexington, Kentucky	Mr. Bernard T. Fagan
University of Louisville	Louisville, Kentucky	Dr. G. Keith Bayne
University of Minnesota-Duluth	Duluth, Minnesota	Dr. Wilber Ardren
University of New Hampshire	Durham, New Hampshire	Dr. William Annis
University of Rhode Island	Kingston, Rhode Island	Dr. Patricia Kelly
University of South Dakota	Springfield, South Dakota	Dr. John P. Schenck
Virginia Polytechnical Institute and State University	Blacksburg, Virginia	Dr. Curtis Finch
Western Michigan University	Kalamazoo, Michigan	Dr. Raymond Dannenberg
Westfield State College	Westfield, Massachusetts	Ms. Alberta Lansdowne

4. Develop a slide/tape presentation on the role of the resource person in PBTE.

5. Develop and/or select appropriate supportive materials.

A comprehensive state-of-the-art report on PBTE had been prepared as a function of the First Phase PBTE Institute. Feedback from 30 persons attending the first Institute was obtained and used as one of the inputs to revision. A continuing search of the literature for additional information on PBTE programs was also utilized as a major input to the revision effort. The revised state-of-the-art report was duplicated for use in the national leadership team workshops.

In a similar manner, the guide to the implementation of PBTE programs that had been prepared for the First Phase PBTE Institute was also revised. Feedback on the guide was obtained from participants in the first Institute, and additional information was added to the guide based on information gathered during site visits and from a continuing review of the literature. As with the state-of-the-art report, the guide was reproduced for use in the two national leadership workshops. (Note: There was no cost incurred for the revision of either document since their revision was part of the scope of work for the first Institute.)

Two performance-based training modules had been developed by Center staff for use in past workshops for teacher educators who were participating in the advanced testing phase of module development. These modules, while partially appropriate for the Second Phase Institute workshops, needed considerable revision to remove the emphasis on field testing guidelines and advanced testing instrumentation, and to otherwise update the modules for the intended new purpose.

The first step involved determining the specific competencies needed by the various workshop participants. This competency identification involved a careful analysis by Institute staff of the specific tasks that the various administrators and teacher educators who would be involved needed to be able to perform in order to successfully install PBTE curricula in their teacher education programs. These competencies were also submitted to the National Planning Group for their review and suggestions.

Two different workshop modules were needed and prepared to permit Institute staff to demonstrate the technique of instruction that was being advocated to the participants. One module, referred to as X-101, was specifically designed for the leadership teams who attended the two national workshops. The second module, X-102, was specifically designed for the large number of teacher educators and other leaders who participated in the 24 on-site workshops. While both modules have many parts in common, there are also several differences. For example, Module X-101 covers in more depth the techniques of planning and managing a performance-based teacher education program. Use of both modules permitted the "medium of instruction used to be part of the training message."

Based on feedback from resource persons and teachers involved in the first Institute, it was deemed appropriate and necessary to further emphasize and dramatize the critical role of the resource person in a PBTE program. Even though a comprehensive Resource Person Guide to Using Performance-Based Teacher Education Materials (Hamilton and Quinn, 1976) had been prepared and used in the first Institute, the message of the essential role of the resource person was not getting across to all who needed to understand it. Therefore, a 15-minute color slide/tape (130 slides) presentation which humorously but effectively dramatizes the key responsibilities of a resource person using The Center's PBTE materials was prepared. The presentation was used at the two national workshops and at all of the 24 on-site workshops. See Appendix G for a copy of the script.

Finally, as part of the comprehensive training package being assembled for leadership personnel and resource persons, attention was given to the use of the Resource Person Guide to Using Performance-Based Teacher Education Materials, the Student Guide to Using Performance-Based Teacher Education Materials, and to a 10-minute color slide/tape presentation entitled "An Overview of The Center's PBTE Curricula Program." These three products had been prepared under National Institute of Education sponsorship and were deemed relevant to the training program both by staff and the National Planning Group. To complete the training package, a number of supportive transparencies, a revised Vocational Teacher Competency Profile chart, and several handouts were prepared.

Objective 3: Plan and conduct two national workshops on PBTE concepts, curricular materials, and implementation procedures.

A major task of preparing for the two national workshops (Salt Lake City, Utah and Columbus, Ohio) involved planning the specific workshop activities, making the necessary logistical arrangements, and preparing the necessary supportive materials. In carrying out this activity, the recommendations of the National Planning Group were reviewed and considered. They had reviewed tentative agendas for the national and on-site workshops, sample training products and outlines of proposed products, as well as plans for technical assistance and evaluation.

As in the previous year, the National Planning Group again strongly reinforced the Institute staff's plans to model, insofar as possible, in all the workshops, the method of instruction that the participants were in turn expected to use in their own teacher education programs. This recommendation was fulfilled through the preparation and use of workshop modules X-101 and X-102.

The first major training event of the Institute was the four-day national workshop held for leadership teams at Salt Lake City, Utah, October 19-22, 1976. The major objective of this workshop was to prepare leadership teams from six institutions (18 persons) for their leadership roles. It was felt that two national workshops would be better than one for several reasons. First, the number of participants in each would be smaller, allowing more individual attention. Second, travel costs would be lessened by having an eastern and western workshop. Third, it gave all participating teams the option of an alternative date if the workshop in their region conflicted with another event. Fourth, two national workshops permitted fuller use of consultants from the institutions participating in the First Phase PBTE Institute.

The second national workshop was the four-day event held for leadership teams at The Center at Columbus, Ohio, November 9-12, 1976. The major objective of this workshop was to prepare the remaining leadership teams from nineteen institutions (57 persons) for their leadership roles. A copy of the Salt Lake City workshop agenda is contained in Appendix H.

The workshop's objectives were achieved by using Module X-101, and consultants from last year's Institute sites, and by involving participants in a variety of individual, small-group, and large-group activities. An assortment of printed materials as well as media (30 transparencies and two slide/tapes) were used. A major emphasis of the workshops was on giving the participants a hands-on experience with the variety of learning options, feedback devices, information sheets, case studies, checklists, and other learning activities contained in the PBTE curricular materials to be used. Much time and attention was given to the role of the resource person (instructor) in PBTE through the use of role-playing activities and experiences. Consideration during the national workshop was also given to planning and conducting the on-site workshops that the leadership teams were to conduct upon returning to their respective institutions. Finally, considerable attention was also given to the development of tentative state and institutional plans for the implementation of PBTE.

The plans of action developed during the national workshops became working documents outlining the implementation procedures that were to be followed by each team upon return to their home institutions. These plans were also used as a basis for monitoring site activities and providing technical assistance as the institutions carried out their respective plans.

Objective 4: Assist in planning and conducting 25 on-site workshops on PBTE concepts, curricular materials, and implementation procedures.

All but one of the 25 participating institutions accomplished this objective during the period December 1976 to September 1977. Some of the institutions conducted more than one on-site workshop.

The Ohio State University, for example, conducted four separate resource person training workshops, one of which involved persons from all vocational teacher education institutions in the state. Purdue University, as another example, conducted a second one-day workshop for approximately 100 supervising teachers. One institution was not able to comply with its previously agreed upon commitment to conduct such a workshop because of the death of one staff member and the loss of others through job changes.

The on-site workshops were from one to two days in length, with most being about one and one-half days. Workshop plans which had been tentatively developed at the national workshop were finalized and in all cases included the use of Module X-102. Each site was also given the option of requesting at Institute expense either a consultant from one of the First Phase Institute sites or an Institute staff member, to assist in conducting the workshop. Several sites chose to use some of their own funds to bring both an Institute staff member and a previous site coordinator to their workshops. Institute staff members helped to conduct nine of these workshops, and employed First Phase site coordinators to help conduct 14 others.

In addition to the training of many additional teacher educators and staff development leaders, most site coordinators also invited a number of other university and state department of education leaders to their workshops for awareness training (generally defined as two to four hours of orientation) during the first half day of their workshops.

With the exception of the workshop module (X-101), the state-of-the-art report, and the implementation guide, which were intended primarily for the leadership team members, the same printed and mediated materials were used at the on-site workshops as were used at the national workshops.

Objective 5: Provide individualized on-site technical assistance for installing PBTE.

While it was initially planned that Institute staff would make one or more technical assistance and monitoring visits to each of the 25 institutions, a sizeable budget reduction made such visits impossible. As a result and with the concurrence of the National Planning Group, much of the technical assistance provided was provided through telephone calls and written communications to site coordinators and assistant coordinators. Ten one-day on-site visitations were made, however, to confer with and assist institutions either requesting or desiring such a visit by Institute staff. In total, through either helping with the on-site workshop or by making a technical assistance visit, 16 different institutions were visited by Institute staff.

To help Institute staff monitor site implementation activities and detect when technical assistance might be needed, site coordinators were asked to submit brief bimonthly site progress reports. In addition, numerous phone calls were made to site coordinators to review developments, and the site coordinators were encouraged to write or call The Center Institute staff whenever a problem, concern, or question arose. A considerable number of support materials (brochures, vocational teacher competency profile charts, training modules, transparencies, and other handout materials) were requested and provided.

The technical assistance provided included the following types of activities:

helping plan workshop agendas

arranging for workshop consultants

helping design specific implementation procedures

seeking solutions to specific problems encountered

promoting an exchange of ideas and solutions among sites

providing logistical support

To keep communications flowing, memos were written about once per month by the Institute Director to all site coordinators and assistant coordinators to keep them posted on module availability and ordering information, to exchange ideas and information gained from phone calls and visits to other sites, and to make other relevant announcements. These memos, the letters written, and the numerous phone calls, combined with the bimonthly site reports, provided for effective and fairly frequent communication between Institute staff and site personnel.

Objective 6: Evaluate overall Institute outcomes and prepare a progress report and final Institute report.

Evaluation of the two national workshops was carried out through the use of the following three instruments:

Estimate of Performance

Daily Program Survey

Final Evaluation

Because of space limitations, copies of these instruments are not included in this report; however, similar instruments were included in the Final Report of the 1975-1976 National Institute for Performance-Based Teacher Education.

The *Estimate of Performance* instrument was administered on both a pretest and post-test basis. This instrument consisted of several items relating to the participants' current self-perceived ability to adapt, utilize, and implement PBTE curricular materials and programs.

The *Daily Program Survey* instrument was designed to gather participants' reactions each day to the specific learning activities in which they were involved. This instrument served to provide immediate feedback at the close of each day to the Institute staff who were able to use the information to make "in-course corrections" in the workshop as deemed appropriate. The results of this survey were summarized and reviewed at a staff meeting held at the close of each day.

On Friday, at the close of the national workshops, the *Final Evaluation* instrument was administered immediately after participants responded to the post Estimate of Performance. This instrument had two parts, Part A entitled "Looking Back," and Part B entitled "Looking Ahead." Part A of the instrument asked participants to give their overall reactions to specific aspects of the workshop, e.g., "addressed my needs as a participant," "provided ample opportunity to interact with others," "quality of the workshop materials, facilities, staff/participant interactions," etc. Part B of the instrument asked participants to suggest ways the workshop could be improved, the types of additional assistance needed, ideas they would like to pursue further, etc. A summary of the evaluation data collected regarding the national workshops is presented in Chapter VII of this report.

Except for the Daily Program Survey, the same instruments and procedures were utilized in the evaluation of the on-site workshops. The Daily Program Survey was deemed inappropriate for these workshops because of their shorter duration.

The plans of action developed during the national workshops served as another effective device for monitoring and assessing the progress being made toward the implementation of a PBTE program by each institution.

One additional evaluation instrument entitled "Performance-Based Teacher Education Reactions Form" was developed and used to gather general feedback data from approximately 54 teacher educators and others who served as resource persons in the Institute. Five copies of the instrument were sent to each of the 25 site coordinators with the request that they and four others who had used the PBTE materials complete the form. Questions consisted of background data, implementation questions, module-related questions, training-related questions, and institutional questions. Most of the twenty-one questions were unfortunately of an open-ended nature, making it difficult to summarize the responses. Statements regarding the general findings and specific data regarding three objective questions are summarized in Chapter VII of this report.

The remainder of this general objective was accomplished by submission of a Program Performance Report in January, 1977, and by the preparation, publication, and dissemination of this report. An effort has been made to include in this report concise descriptions of all relevant activities and findings that would be informative and hopefully useful to readers.

Each of the 25 PBTE site coordinators was asked to prepare and submit to the Institute Director a final site report in addition to the bimonthly reports previously mentioned. The final reports which were received from all but one institution summarize the major activities and accomplishments carried out at each site, the methods in which modules were used, the numbers of resource persons and teachers involved, and the problems and successes encountered. These reports when combined were too lengthy to include in this report in their entirety, but a brief summary of each report has been made by Institute staff and included in Appendix I. Some data has been summarized across sites and is presented in Chapter VII of this report. The reader interested in the many different ways the 24 institutions were able to successfully use PBTE concepts and materials is strongly urged to review these reports. It is hoped by Institute staff that others interested in implementing PBTE programs can benefit from learning about the problems encountered, the solutions devised, and the implementation strategies used by these 24 quite different educational agencies, as they began the institutionalization of PBTE programs in their respective states and institutions.

CHAPTER III:
MAJOR ACTIVITIES AND EVENTS

The major activities and events of the Institute are presented here in chronological order with only brief explanations. For more details about each, the reader is referred to Chapter II of this report and/or to an appropriate Appendix.

a. Convening of Institute National Planning Group, August 24-25, 1976. This ten-member committee, one person from each USOE geographic region, served to advise the Institute staff on several important aspects of the training program. See Chapter II for a list of the members and Appendix B for the agenda of the National Planning Group meeting.

b. Selection of the 25 participating educational institutions, August 27, 1976. See Appendix D for a list of the institutions nominated, Appendix E for the application form and letter, and Appendix F for a list of the 25 leadership teams and their respective institutions.

c. Completion of the development of the comprehensive Institute training package, October 15, 1976. This package consisted of a revised state-of-the-art of PBTE report, a revised implementation guide, a revised leadership workshop module (X-101), a revised resource person workshop module (X-102), a newly developed color slide/tape on the role of the resource person in PBTE, and copies of the following previously produced materials: resource person guide, a student guide, and an overview of The Center's PBTE curricula program slide/tape.

d. Conducting the Salt Lake City, Utah national workshop for six leadership teams (18 persons), October 19-22, 1976. See Appendix H for a copy of the workshop agenda and Chapter II for information about the materials and procedures used.

e. Conducting the Columbus, Ohio national workshop for 19 leadership teams (57 persons), November 9-12, 1976.

f. Conducting 24 on-site workshops for the training of additional resource persons, December, 1976 - September, 1977. One institution of the original

25 participating in the Institute was not able to hold an on-site workshop due to personnel problems. In addition to the training of additional resource persons (8-16 hours of training), a large number of other leaders were given awareness (2-4 hours) training during these workshops.

g. Making monitoring and/or technical assistance on-site visits as requested or deemed appropriate, January, 1977 - September, 1977. Ten such one-day visits were made by Institute staff. These visits generally involved in-depth interviews with the site coordinators, several resource persons, preservice and inservice teachers, and appropriate administrative personnel.

CHAPTER IV:
PROBLEMS

No major problems of any kind were encountered by The Center Institute staff. The necessary training materials were prepared on time, and the national workshops were conducted successfully according to plan and schedule.

Although some of the participating institutions delayed conducting their on-site workshops longer than desirable, all but one of the 25 institutions completed their obligations to conduct such a workshop. The one institution not able to hold a workshop encountered several major personnel problems during the year, making it impossible for the institution to follow through as planned.

While it is felt no other major problems were experienced by the cooperating institutions, some problems were listed as causing some difficulty. Only four problems, however, were cited by five or more institutions. The four problems and the number of times they are cited in the site final reports are as follows:

1. Arranging for final assessments. -- This problem was listed by nine sites. The performance-based nature of The Center's PBTE modules requires that, in the final learning experience of each module, the teacher trainee demonstrate his or her competency in an actual school situation. Some of the teacher training institutions apparently encountered much more difficulty than others in arranging for these final assessments. While some site coordinators and individual resource persons asked if this requirement could not be waived, or alternative activities designed, the nature of the materials design, and the principles of PBTE that make it different from traditional teacher education programs, prohibited foregoing this requirement. This requirement also meant that many resource persons used fewer modules than they would have otherwise. There is no question, however, that the evaluation of a teacher's performance in an actual school situation by a qualified person using the criterion-referenced instruments contained in the final learning experience of each module, provides for more objective assessment of the teacher's performance.

2. Faculty resistance. -- This problem was also cited by nine institutions. Reasons given for lack of full acceptance of PBTE concepts and materials varied, but include lack of understanding of the goals and methods of PBTE; concern that the faculty work load will increase greatly; concern that PBTE is a faculty evaluation tool; apprehension that

PBTE is non-humanistic; and the fear of anything new or different. In most cases, this resistance was not widespread, and was considerably reduced once the on-site workshops had been held, and experience with module use had occurred.

3. Module availability. -- This problem was listed by six sites. Some faculty wished to use modules which had not yet been published by the publisher, AAVIM. In other cases, there were problems in securing the published modules *when* they were needed, with enough lead time to plan for their use. Most of these sites indicated awareness that the problem would be resolved when all 100 modules became available from AAVIM.

4. Establishing credit for module completion. -- Five institutions listed this as a problem. Ideally, the primary consideration in a PBTE program is teacher demonstration of competence--amassing "course credits" toward certification or a degree would not be an issue. In practice, however, the traditional course structure, credit, and contact hour system is often retained, and some system for assigning credits for module completion must be worked out. Since modules vary in degree of difficulty and length of time needed for completion, determining how many modules to require as part of a regular course and/or how much credit to assign individual modules was a problem for some institutions.

The various other problems listed were generally institution specific, and included such concerns as lack of time for adequate resource person training, resistance of some teachers to taking more responsibility for their own learning, increased faculty work load, lack of funds and space, and unevenness in module depth and/or quality. For more information on these and other specific issues mentioned, see the individual site reports presented in Appendix I.

CHAPTER V:
PUBLICITY ACTIVITIES

A large number of publicity activities were carried out throughout the duration of the Institute by both The Center Institute staff and by members of the 25 leadership teams. The following articles, brochures, and news releases were prepared and published (see Appendix J for copies of selected items):

a. PBTE Institute News Release, September 20, 1976.

b. National Institute for Performance-Based Teacher Education: Second Phase brochure. First edition July, 1976--300 copies; Second edition September, 1976--about 6000 copies distributed.

c. Performance-Based Vocational Teacher Education Curricula brochure, December, 1976; about 4000 copies.

d. News Articles and Releases prepared by site coordinators and department chairpersons. Numerous articles and some photographs were prepared and taken and published in statewide newsletters, professional bulletins, and local newspapers. An example of two such articles related to the Utica/Rome institution is included in Appendix J.

e. Centergram Announcement Article, August, 1976; about 13,000 copies.

f. Other articles--through the awareness training activities carried out by every participating institution, many additional persons were given project brochures and related materials and/or were personally oriented to the Institute's activities by the site coordinators or other staff members who had been trained as resource persons.

Additionally, numerous brochures have been distributed by Center staff through the mail and at various meetings, workshops, and seminars which have been national, state, and local in nature. The product awareness coordinator at The Center has distributed many brochures through the visitor information packets which she prepared. Finally, many national and some international visitors to The Center were given both materials and a personal orientation to the Institute's activities by Institute staff.

CHAPTER VI:
DISSEMINATION ACTIVITIES

Dissemination activities consisted of three major types of activities: (1) The presentation of formal workshops (for both resource person training and awareness training); (2) many informal, individual and small-group presentations (also for both resource person training and awareness training); and (3) the distribution of various Institute-produced products.

The formal workshops consisted of two national workshops for the 75 leadership personnel, 24 on-site workshops (for resource persons at all but one of the participating institutions), and several special workshops such as the statewide workshop for trade and industrial teacher educators and state staff held by The Ohio State University and the one-day workshop held for supervising teachers by Purdue University. Some sites, such as The Ohio State University, conducted two or three on-site workshops. The formal workshops were held for the training of leadership personnel, resource persons, field resource persons (especially cooperating teachers and local state development leaders), and the orientation of state department personnel, local vocational directors and supervisors, and state vocational education advisory council members. Other presentations were made to several regional and statewide EPDA-supported conferences and to numerous graduate classes.

The many informal, individual, and small-group presentations included the on-site orientation of new faculty members, the on-site orientation of visitors from other institutions, and Institute staff orientation of individuals and small groups from other institutions within the United States, and many foreign visitors. Many sites also reported devoting all or a part of one or more faculty meetings to a discussion of PBTE concepts, materials, and operational procedures.

Members of the Institute staff also prepared and presented formal presentations at the Houston AVA Convention, and at a Region VI inservice conference for teacher educators and state staff, and made several brief presentations at Center-sponsored vocational education workshops.

The following distribution was made of training materials and modules to the 25 cooperating institutions:

Item	# Copies	Recipient Group
State-of-the-Art Report*	75	National workshop participants
Implementation Guide*	75	National workshop participants
Module X-101	75	National workshop participants
Resource Person Guide**	375	Resource persons
Student Guide**	375	Resource persons
Module X-102	375	Resource persons
Overview Slide/Tape**	25	One per site
Resource Person Slide/Tape	25	One per site
Transparency Sets (32)	25	One per site
PBTE Modules**		
Advanced Test Version	500	Resource persons and concerned others
Printed B-4 Module	500	Resource persons and concerned others
Vocational Teacher Competency Profile Chart	2500	Resource persons and teachers

---

* These products were developed under the scope of work for the First Phase PBTE Institute, but were reproduced for use by Second Phase Institute participants.

** These products were developed under the sponsorship of the National Institute of Education, but were reproduced for use by Institute participants with USOE funds.

CHAPTER VII:
DATA COLLECTION AND EVALUATION FINDINGS

This chapter on data collection and evaluation findings is organized into three sections as follows: (1) data pertaining to the number of persons trained and the number of teachers using PBTE modules, (2) data pertaining to the evaluation of the two national workshops, and (3) data collected from the "Performance-Based Teacher Education Reactions Form."

PBTE Training and Module Use Data

Leadership training in PBTE concepts, materials, and recommended implementation procedures was given by Institute staff and consultants to 18 persons at the four-day (October 19-22, 1976) Salt Lake City, Utah workshop and to 57 persons at the four-day (November 9-12, 1976) Columbus, Ohio workshop held at The Center. In most cases, the leadership team for each site consisted of the site coordinator, assistant site coordinator, and a state department of education representative. In a few cases, one member of the team could not attend because of illness or other last minute conflicts. In a few cases, more than three persons attended, with the extra persons paying their own expenses. For the names of the approximately 75 leadership persons, see Appendix F.

As explained in Chapter II, each participating institution was expected to conduct at least one on-site workshop for the training of additional resource persons. Resource person training for the effective use of The Center's PBTE modules requires approximately one and one-half to two days of intensive workshop activity. All but one of the 25 participating institutions planned and conducted at least one such workshop. One institution was not able to comply with this commitment because of severe personnel problems which arose after the national workshops were completed.

In all cases for the on-site workshops, either a member of the Institute staff or a qualified consultant from one of the First Phase Institute sites was made available to assist with these workshops. In Table 1, a summary of the number of persons trained as resource persons by each institute is presented. A total of 465 persons were prepared as resource persons for an average of 19.4 persons per institution conducting a workshop. It should be noted that while most of these persons were trained at the initial on-site workshops, several institutions conducted one or more additional workshops, and many site coordinators trained additional persons on an individualized basis. Hence, the total of 465 persons were prepared as resource persons during the course of the Institute.

TABLE 1

Summary of the Number of Persons Receiving Awareness and Resource Person Training, and Involved in Actual Module Use by Institution*

Institution	Number of Resource Persons Trained	Approximate Number of Additional Persons Receiving Awareness Training	Number of Resource Persons Involved in Actual Module Use
Appalachian State University	12	12	8
Brigham Young University	13	50	8
Central Connecticut State College	9	50	9
Central State University	45	202	5
Cullman County Area Vocational Center	4	150	4
Eastern New Mexico University	15	47	4
Federated Universities of North Texas Area	7	46	5
Indiana University	6	25	6
Iowa State University	18	14	3
Michigan State University	16	74	2
New York Institute of Technology	4	19	3
The Ohio State University	43	38	26

---

*Based on the data submitted to the Institute staff by the site coordinators.

TABLE 1 (continued)

Institution	Number of Resource Persons Trained	Approximate Number of Additional Persons Receiving Awareness Training	Number of Resource Persons Involved in Actual Module Use
The Pennsylvania State University	29	5	7
Purdue University	65	100	12
State University College at Utica/Rome	22	44	20
University of Kentucky	22	162	7
University of Louisville	10	20	6
University of Minnesota-Duluth	2	105	2
University of New Hampshire	8	150	8
University of Rhode Island	45	209	16
University of South Dakota at Springfield	2	7	2
Virginia Polytechnic Institute and State University	29	25	10
Western Michigan University	12	27	5
Westfield State College	27	55	10
Totals	465	1636	188
Average	19.4	67.6	7.8

In addition to those persons prepared as qualified resource persons, site coordinators were strongly encouraged to invite appropriate others to their on-site workshops for the first few hours or first half day for the purpose of awareness training. Awareness training was intended for and offered to administrators, state department personnel, advisory council members, and others who by virtue of their positions would probably not be using the PBTE materials with teachers, but who were persons in decision-making roles who needed to understand generally what PBTE was all about. As shown in Table 1, 1636 additional persons received some PBTE awareness training at either the initial on-site workshops or at other special training sessions conducted later in the year.

Data in Table 1 also indicates the number of resource persons who were trained that actually participated in module use with teachers. A total of 188 different persons, an average of 7.8 persons per institution, used and helped teachers use the modules. It should be noted that more persons were trained as resource persons than actually used the modules. This was due primarily to two reasons. First, the Institute staff took the posture that no one who was reluctant to become involved in using the PBTE curricula should in any way be coerced into participating. Secondly, the need for assessment of the final learning experience of the modules in an actual school situation as opposed to a classroom paper and pencil or role-playing simulation, made participation either impossible or undesirable for some persons.

A summary of the number of preservice and inservice teachers involved in PBTE module use during the 1976-1977 academic year at each institution is presented in Table 2. It should be noted that both preservice and inservice teachers were involved in module use at all but one of the 24 institutions. While in some institutions many more preservice than inservice teachers were involved, in other institutions the reverse was true. It should be noted that the figures presented do not represent a full academic year for any of the institutions involved. The first on-site workshops were held in December, 1976 (three of them); most were held between January and March, with a few in the summer and two in September. Now that each institution has persons trained and ready to use the PBTE materials in all semesters/quarters and during the summer, the number of teachers involved will likely increase greatly.

In spite of the short time period available to some of the resource persons, a total of 1520 preservice teachers were involved, an average of 63.3 per institution; and a total of 1740 inservice teachers, an average of 72.5 per institution. Slightly more inservice teachers used the curricular materials than did preservice teachers. Combining the preservice and inservice totals indicates that a total of 3254 different teachers used one or more PBTE modules during the period of the Institute.

Table 2 also presents an institution by institution summary of the number of teachers involved overall. The number of teachers involved per institution ranged from a low of 22 teachers to a high of 550 teachers. To a large extent, the number of modules used depended upon the number of resource persons using the materials and the length of time (after the on-site workshop) they had to use them. It should be noted that the institutions involved were of different sizes, that resource person and teacher involvement was voluntary, and that no pressure to use more materials was exerted by Institute staff at any time. Resource persons were asked to use the modules only where they logically fit the scope and sequence of the particular course or other training activity involved.

Site coordinators in their bi-monthly and final site reports were asked to indicate the vocational service areas involved and the various educational levels and/or special groups that were involved in module use. An institution by institution summary of this data is presented in Table 3.

An analysis of the number of institutions in which the various vocational service and related educational areas participated follows:

Area	Number of Institutions
Agricultural Education	11
Business and Office	15
Distributive Education	14
Health Education	12
Home Economics	15
Trade and Industrial	21
Technical Education	6
Industrial Arts	9
Vocational Guidance	1

TABLE 2

Summary of the Number of Preservice and Inservice Teachers Involved in Module Use, and the Total Number of Teachers Involved by Institution*

Institution	Approximate Number of Preservice Teachers Using Modules	Approximate Number of Inservice Teachers Using Modules	Total Number of Teachers Using Modules
Appalachian State University	120	30	150
Brigham Young University	75	0	75
Central Connecticut State College	87	76	163
Central State University	15	52	67
Cullman County Area Vocational Center	5	17	22
Eastern New Mexico University	45	26	71
Federated Universities of North Texas Area	22	74	96
Indiana University	42	21	63
Iowa State University	10	21	31
Michigan State University	3	202	205
New York Institute of Technology	23	14	37
The Ohio State University	281	139	420

---

*Based on the data submitted to the Institute staff by the site coordinators.

TABLE 2 (continued)

Institution	Approximate Number of Preservice Teachers Using Modules	Approximate Number of Inservice Teachers Using Modules	Total Number of Teachers Using Modules
The Pennsylvania State University	98	170	268
Purdue University	76	30	106
State University College at Utica/Rome	200	350	550
University of Kentucky	88	96	184
University of Louisville	39	58	97
University of Minnesota-Duluth	1	43	44
University of New Hampshire	15	55	70
University of Rhode Island	90	30	120
University of South Dakota at Springfield	50	25	75
Virginia Polytechnic Institute and State University	76	68	138
Western Michigan University	17	66	83
Westfield State College	42	77	119
Totals	1520	1740	3254
Average	63.3	72.5	135.6

TABLE 3

Summary of the Vocational Service Areas and the Levels and Special Groups Involved in Module Use by Institution*

Institution	Vocational Service Areas and Others Involved**	Levels and/or Special Groups Involved
Appalachian State University	BO, HO, IA, TE	Sec., Post-Sec., Adult
Brigham Young University	TI	Post-Sec.
Central Connecticut State College	BO, DE, HE, IA, TE, TI	Sec.
Central State University	BO, DE, HE, HO	Sec., Post-Sec., Adult
Cullman County Area Vocational Center	HE, HO, BO	Sec., Post-Sec., Interns
Eastern New Mexico University	All	Sec., Post-Sec.
Federated Universities of North Texas Area	TI, HE, BO, DE, HO	Sec., Post-Sec.
Indiana University	HO, HE, DE, TI	Sec., Post-Sec.
Iowa State University	HE, AG, TI, TE	Sec., Post-Sec.
Michigan State University	All	Sec., Post-Sec., Adult
New York Institute of Technology	HE, TI, BO, DE	Sec., Post-Sec., Adult

---

*Based on the data submitted to the Institute staff by the site coordinators.

**AG = Agriculture, BO = Business and Office, DE = Distributive Education, HE = Health Education, HO = Home Economics, TI = Trade and Industrial, IA = Industrial Arts, TE = Technical Education

TABLE 3 (continued)

Institution	Vocational Service Areas and Others Involved	Levels and/or Special Groups Involved
The Ohio State University	AG, DE, IA, BO, HO, TI	Undergrad., Industry Teachers, Grad., Post-Sec., Coop. Teachers, Adult
The Pennsylvania State University	AG, IA, TI	Sec., Post-Sec.
Purdue University	TI, IA, HO, AG	Non-Degree, Non-Credit Undergrad.; Grad.; Sec.; Post-Sec.; Adult; Higher Ed.
State University College at Utica/Rome	AG, TI, TE, HE	Sec., Post-Sec., Adult
University of Kentucky	HO, BO, DE, TI, AG	Sec., Post-Sec., Grad.
University of Louisville	DE, HE, TI	Sec., State Voc. School Personnel, Inservice Ed. Training Directors
University of Minnesota-Duluth	Adm., BO, TI, HE, Related	Sec., Post-Sec., Adult
University of New Hampshire	AG, HO, HE, DE, BO, TI, Guid.	Sec., Post-Sec.
University of Rhode Island	AG, BO, DE, HO, Ind.	Sec., Post-Sec., Adult, Grad.
University of South Dakota at Springfield	TI, BO	Sec., Post-Sec.
Virginia Polytechnic Institute and State University	AG, DE, HO, TI, IA	Sec., Post-Sec., Adult
Western Michigan University	TI, HO, BO, DE	Sec., Post-Sec.
Westfield State College	TI	Sec., Adult

As will be quickly noted, all vocational service areas were well represented; industrial arts teachers were involved in nine institutions, technical education teachers in six institutions, and vocational guidance personnel in one institution.

A similar analysis of the use of the modules by educational level reveals the following:

Educational Level	Number of Institutions
Secondary	22
Post-Secondary	21
Adult Teachers	11

Industry teachers, graduate students, administrators, and interns were also involved in some institutions.

National Workshop Evaluation Data

During the First Phase PBTE Institute, two evaluation consultants were employed to devise an appropriate evaluation design and supportive instrumentation. Since these evaluation procedures worked well during the First Phase Institute, it was decided to use the same basic instruments and procedures again. See the 1975-1976 First Phase PBTE Institute Final Report for the sample instruments which were adjusted only slightly for use in the Second Phase.

The purposes of national workshop evaluation procedures were as follows:

1. to obtain information daily for determining the extent to which the program was meeting needs of the participants so that changes could be made in the Institute agenda, if necessary
2. to obtain pre- and post-Institute information regarding the extent to which participants felt they could perform tasks necessary to implement a performance-based teacher education program
3. to obtain information regarding the overall quality of the total workshop and to determine assistance or information needed by each participant prior to the on-site workshops at their own institutions

A Daily Program Survey form was used to obtain participant feedback each day. Institute staff met at the close of each day to summarize and review the results of the survey. When appropriate, some modifications were made in the subsequent day's program.

An Estimate of Performance instrument was used to obtain the participants' perceptions regarding the extent to which they could perform tasks relating to implementing performance-based teacher education. This data for both the Salt Lake City and Columbus workshops is presented in Table 4. The Table presents the number of persons rating each scale alternative, both pre and post, for the ten tasks. Means are presented for both pre- and post-estimate for each task. The means were derived by assigning a score of 1 for Poor, 2 for Fair, 3 for Good, and 4 for Excellent.

As can be seen from the results in Table 4, the overall group change reflected growth from an approximate mean rating of fair to ratings between good and excellent.

A Final Evaluation form was used to obtain overall reactions to each workshop and to identify participants who wanted additional assistance before the on-site workshops. Table 5 presents a summary of the Salt Lake City and Columbus workshop participants' reactions to each of the objective items on Part A of the instrument. Responses have been converted to mean scores for ease of interpretation and comparison.

The participants' ratings of "the workshop in general" items were extremely positive for both the Salt Lake City and Columbus workshops. All items in both workshops received a 4.0 or higher mean score, and seven scores were 4.5 or higher. The means of the Salt Lake City workshop were somewhat higher in all cases, a difference which is probably attributable to the smaller number of participants in that workshop.

The "workshop materials" were also given very high ratings on all items by participants in both workshops. Two mean scores of 4.9 were received and the two lowest means given were 4.7.

The "daily program survey" items received the lowest mean scores (4.2 and 4.3 for the Salt Lake City workshop and 3.5 and 3.8 for the Columbus workshop) of any items on the instrument. While these ratings were the lowest received, they were still quite positive, indicating that the participants felt the surveys to be both necessary and useful.

TABLE 4

National Workshops Estimate of Performance Summary

Task	Poor (1)		Fair (2)		Good (3)		Excellent (4)		Mean	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
At this time, how well can you perform (execute) the following tasks?										
1. Describe the concepts and rationale underlying the PBTE/CBTE approach to teacher education.										
Salt Lake City			4	0	11	5	0	7	2.7	3.6
Columbus			21	0	27	16	1	21	2.6	3.6
2. Describe the nature and use of performance-based professional teacher education curricula.										
Salt Lake City			9	0	6	8	0	5	2.4	3.4
Columbus			25	0	23	16	1	20	2.5	3.6
3. Compare and explain the differences between PBTE programs and traditional programs of teacher education.										
Salt Lake City	1	0	1	0	9	4	4	8	3.1	3.7
Columbus	1	0	15	0	28	15	5	21	2.7	3.6

TABLE 4 (continued)

Task	Poor (1) Pre	Poor (1) Post	Fair (2) Pre	Fair (2) Post	Good (3) Pre	Good (3) Post	Excellent (4) Pre	Excellent (4) Post	Mean Pre	Mean Post
4. Explain alternative approaches for implementing preservice and inservice performance-based teacher education programs.										
Salt Lake City	5	0	9	0	1	7	1	5	1.9	3.4
Columbus	9	0	28	3	10	21	1	13	2.1	3.3
5. Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.										
Salt Lake City	2	0	8	1	5	7	1	4	2.3	3.3
Columbus	3	0	26	3	18	24	1	9	2.4	3.2
6. Develop and make operational an appropriate teaching-learning design for implementing PBTE in your specific situation.										
Salt Lake City	1	0	11	0	2	7	1	5	2.2	3.4
Columbus	13	0	22	3	11	22	1	12	2.0	3.3

TABLE 4 (continued)

Task	Poor (1)		Fair (2)		Good (3)		Excellent (4)		Mean	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
7. Serve effectively in the teacher educator role as resource person, advisor and evaluator.										
Salt Lake City	2	0	7	0	5	4	2	7	2.4	3.6
Columbus	6	1	13	0	25	16	3	20	2.5	3.5
8. Orient prospective and in-service teachers to their role and responsibilities in using performance-based curricular materials.										
Salt Lake City	2	0	7	0	6	4	1	8	2.4	3.5
Columbus	4	0	27	1	15	19	2	17	2.3	3.4
9. More objectively assess a teacher's ability to perform specified competencies in actual classroom situations.										
Salt Lake City	2	0	7	0	6	5	0	6	2.3	3.5
Columbus	4	0	22	3	21	18	1	16	2.4	3.4

TABLE 4 (continued)

Task	Poor (1) Pre	Poor (1) Post	Fair (2) Pre	Fair (2) Post	Good (3) Pre	Good (3) Post	Excellent (4) Pre	Excellent (4) Post	Mean Pre	Mean Post
10. Assist with the training of other vocational teacher educators and administrators who desire to implement PBTE programs.										
Salt Lake City	2	0	7	0	5	5	0	7	2.2	3.6
Columbus	6	0	26	1	14	16	3	20	2.3	3.5

TABLE 5

National Workshops Final Evaluation Summary

PART A: Looking Back

1. Along each dimension below, circle the number which most appropriately expresses your opinion regarding the item in question.

A. THE WORKSHOP (in general):	5	4	3	2	1	
Stimulating	(4.7)*			(4.2)		Dull, drab
Useful to me	(4.9)			(4.4)		Not useful to me
Addressed all my needs as a participant	(4.5)			(4.0)		Did not address my needs as a participant
Contained an appropriate amount of activities	(4.6)			(4.2)		Contained an inappropriate amount of activities
Provided ample opportunity to interact with others	(4.6)			(4.4)		Provided no opportunity to interact with others
Met my expectations	(4.9)			(4.5)		Did not meet my expectations
B. WORKSHOP MATERIALS:	5	4	3	2	1	
Well written	(4.9)			(4.8)		Poorly written
Understandable	(4.7)			(4.8)		Confusing
Content appropriate	(4.9)			(4.7)		Content not appropriate
C. DAILY PROGRAM SURVEYS:	5	4	3	2	1	
Necessary	(4.2)			(3.5)		Not necessary
Useful to me for providing input	(4.3)			(3.7)		Not useful to me for providing input
D. FACILITIES/ACCOMODATIONS:	5	4	3	2	1	
Excellent	(4.4)			(4.3)		Poor
E. STAFF/PARTICIPANT INTERACTIONS:	5	4	3	2	1	
Excellent	(4.9)			(4.7)		Poor

*Numbers enclosed in ( ) represent means for each item. The first column gives the means for the Salt Lake City workshop (N = 15) and the second column, the means for the Columbus workshop (N = 41).

The "facilities and accommodations" were also ranked very positively by participants in both workshops. Among the highest ratings received by any of the items for either of the workshops were the "staff/participant interactions." A 4.9 mean score was given this item by the 15 Salt Lake City workshop respondents and a 4.7 mean score by the Columbus workshop respondents.

Question #2 and #3 of Part A of the Final Evaluation were open-ended, as were questions #4, 5, 6, and 7 on Part B of the instrument. Responses to these items were similar for both the Salt Lake City and Columbus workshops. To give the reader an understanding of these comments, the verbatim comments for these items taken from the Columbus workshop evaluations are presented on the following pages. A quick cursory view of these comments indicate the participants were generally very pleased with the workshop as their previously reported objective ratings indicated.

The "most valuable" aspects of the workship appeared to be the interactions with Center staff and participants, use of module X-101 as a model, high quality materials, small-group discussions, and the organization and planning of the Institute. The "least useful" aspects appeared to be the student panel, Friday's luncheon speaker, and the extensive background information.

The "Looking Ahead" - Part B section of the evaluation form asked participants to provide input on improving future workshops, information about what further assistance was needed, and what topics they would like to pursue further. Participants were asked to sign and return this page separately so that staff could identify individuals desiring further assistance.

Suggestions regarding "how can this workshop be improved" included shortening the time, providing more small-group time, organizing into smaller groups, and giving more time to implementation and the development of plans of action.

Suggestions regarding the "kinds of additional assistance desired" focused around materials, help as needed, and consultations.

Comments regarding the "ideas or issues you would like to pursue further" included more implementation ideas, media development, evaluation procedures, newsletter to keep sites informed, and alternatives to the final experience assessment.

EVALUATION SUMMARY
Columbus PBTE Workshop
November, 1976

Final Evaluation Form - Part A

Question 2: Most valuable aspects of workshop:

- Hard to say - Presentations really "came alive" when we were turned loose in groups to "activate" the learnings. Visuals were excellent -- and not talked to death!
- Variation, planning and execution, interaction with fellow educators, content projection - put across professionally, intelligently, with a good rapport. Play it again Sam. Good utilization of a variety of human resources.
- Interaction with Center staff. Interaction and discussion with coordinators of last year's schools. Working through modules in actual setting.
- Group interactions! Large group presentations! Workshop module X-101! The workshop materials were fantastic! Planning, organization, and management of workshop!
- Small group discussions. Slide and tape presentations. Organization of workshop.
- I have a far better understanding of PBTE and am looking forward to using the modules in existing classes. I also would like to see our institution move into the total concept of PBTE. Working with people who had field tested PBTE was a great help.
- Opportunity for state department representatives and college faculty to learn and plan together. Instruction in the use of the modules.
- Concepts, foundations, and mechanics regarding PBTE at the institutional level and the role of the SEA in the process.
- Briefing -- all aspects. PBTE was very new to me.
- Visuals, implementation information.
- Organization -- preparation to spread the gospel according to CVE.
- Active participation with chance to learn firsthand how to use materials.
- Sessions on training of resource people.
- Interaction with others.
- The handout materials. Opportunity for institutional planning.
- Well organized, informative, practical.
- Already had orientation. Wednesday and Thursday new, useful substance. State and institutional planning sessions most useful, especially after sessions containing essential substance.
- Center staff, materials, small groups.
- Interactions in small group discussions. Walk through of module X-101.
- Familiarization with PBTE. Hands-on use of modules. Time to plan what to do with it.
- Workshop materials, workshop staff -- contributions from individuals from the test sites.
- Workshop was conducted by the method which was being taught. Addressed the concerns of a broad range of participant interests.

- Small groups.
- Presentations, interaction.
- Being sensitized to the problems of using the modules by people who had used them in the field testing situations.
- Materials, interaction. Considerable credit also needs to be given to the project design features. I feel it is much better in dissemination than what we have come to expect.
- The chance to meet with others interested in PBTE. The chance to visit the Center and meet Center staff.
- Organization (module use) and coverage.
- Pace, objectives, content, variety of approaches, thorough planning, conscientious leadership.
- Knowledge about implementing PBTE.
- Information, organization, interaction.
- Small group interaction possibilities.
- It would seem quite difficult to select one most valuable aspect of the workshop. I feel that all aspects were valuable from the development of understanding the procedure and intent of the module to the final implementation of a program using the modules. Resource people on the whole were excellent and had much to offer.
- Programmed parts, staff interaction and industry involvement.

Question 3: Least useful aspect(s) of the workshop:

- I'm sure I will find a place to use it all. Our feeling of inadequacy in laying out our plan of action tells me there are some pieces which we have not pressed into use.
- First day felt like on end of a funnel. Each day it progressed more smoothly with more participation.
- Student panel discussion. Principal's presentation - His audience was much more knowledgeable than he realized.
- Couldn't get the relationship between Friday's luncheon speaker and PBTE. Could this have been an optional activity. I enjoyed it but believe the time could have also been profitably used by getting resource people on PBTE in a corner for some specific questions. This is not a criticism; it is just a thought.
- I was somewhat disappointed in the student panel. It was still valuable.
- Feedback from students with very limited experience in the use of the modules.
- Resource people panel - seemed more concerned with implementation. Walk-through a module. Student role play situation.
- More emphasis needed on plan of action.
- Student panel.
- Some of the practice with the module.
- All useful.
- Too many activities on the first day -- after that OK.
- First day content was not new. Some redundancy in consultants input.
- Oral presentations were needed, but lacked professional touch - this caused inattention and tired people, thus working at cross purposes with the workshop goal. Hire a consultant on how to give an effective presentation - this should also help reduce time to approximately 2 days vs. 4.

- Graduate students participation of module and what they had to contribute to class during panel discussion. They should have more module exposure.
- Friday noon speaker.
- "Small group discussions of implementation questions" and reports of these small group meetings was least useful to me.
- Lack of individualized instruction.
- The first two days. The last two days were most important and we had the least amount of time for this necessary planning.
- For me, the extensive background information.
- Wouldn't omit any items but Thursday afternoon's group activity seemed to be a restatement by participants of what we had heard - not much original input.
- More time for actual "on-site" planning. Some lack of clarity as to activity objectives (focus) on final morning - task to be accomplished in "on-site" planning.
- Lecture on Friday noon. Presentation by VT on human relations.
- Specific directions for implementation.
- One panel discussion.
- A few of the slide/tape presentations and transparencies were a little weak but most were excellent.

Final Evaluation Form - Part B

Question 4: How can this workshop be improved?

- A smaller group would provide more individual attention and group supervision -- but it worked well because of a strongly motivated group and staff.
- More interaction the first day of meeting or night before.
- Earlier state/regional group meetings. Less on rationale and what PBTE is and more time for implementation!
- Very good workshop - there were a few large group activities (cannot recall which) that might could have been handled more effectively in the small groups - particularly as relates to more interaction - this was the strength of small group sessions.
- Workshop was well planned, very little need for improvement - maybe more time for informal group discussion (unplanned).
- I was lacking information. The largest part of this was the result of poor communications on our campus, not the Institute.
- More guidance in how to do action planning.
- Excellent planning and execution by project staff.
- For across the board participants - probably at its best. For me - restrict to new materials, cut down time frames, more planning time.
- Shortened 1/4.
- Student panel that had students who had had more work with modules. More reactions by resource persons - not just the site coordinators.
- Provide more interaction between site coordinators at planning sessions to exchange ideas.
- More small group time. More time for individual plans.
- Some restructure of program planning guide.
- Shorten the length.
- Fewer activities on the first day.
- Shorten - some aspects overdone.

- A bit more time spent on development of plans of action. Omit secondary school principal fiasco.
- Somewhat more small group interactions, serves to provoke exploration, crystalizes concepts.
- Place a greater emphasis on implementation within institutions of higher education.
- Shorten up - improve presentations - practice what you preach by allowing those with some competence to skip parts they're familiar with.
- Condense length of time. More use of test-site consultants in small group discussions.
- Move slighly faster and complete in 3 days.
- Less summaries, better selection of outside resource persons.
- Opportunity to study materials ahead of study. Had opportunity but not enough time.
- House participants closer to conference site. Have participants form recreation or social committee to schedule social, recreational, and learning situation in the area - many pass this way just once. Events should be timed to insure in-depth consideration for parts of project.
- Individualize.
- By developing more dynamic ways of delivering information.
- Shorten to 3 days - Monday could have been speeded up and part of Friday could have been eliminated.
- Shorten to 3 days.
- You did an outstanding job.
- Generally a good job.
- The final wrap up presentations can be more meaningful as related to PBTE and more stimulating in developing attitudes more centrally to being dedicated to the concept.
- It would be hard to improve!

Question 5: What kinds of additional assistance from the workshop and/or Center staff do you need or desire?

- Materials - Encouragement - Your patience and tolerance as we find our way through this. The number of variables within local situation is large.
- Someone to review final on-site plan with once firmed up.
- I feel the need for conferences and will hope to do this by conference.
- Materials and other forms of assistance - not specifically identified at the moment.
- Materials.
- I am sure we will need assistance but as of now I would be reluctant to list our needs.
- The materials - on schedule!
- Access as particular questions, concerns arise.
- None that I am aware of.
- None that I know of.
- Phone coversation perhaps, for exchange of ideas.
- Just the materials. Would request staff assistance but know it will not be possible.
- Not sure.

- Consultation.
- Would like copies of other site plans.
- Troubleshoot if necessary.
- Only the ordered material shipment.
- Not sure yet.
- Excellent material preparation in modules, etc.
- State and institutional support, if you can figure out how to do it. Professor Petstone.
- At this time I don't know of any. I'm sure when I get home and digest all we've covered there will be questions. At this point the assistance provided appears to be quite complete and very helpful.
- Additional "free" copies of on-site workshop materials - more than base numbers.
- Communication.
- None - they were well informed and cooperative.
- None, in the foreseeable future.
- Counseling primarily! Phone, etc. More help from "LUKE".

Question 6: What particular ideas or issues related to the workshop would you especially like to pursue further?

- Our turn to work a while! We will answer this as problems arise.
- Media development. Use of resource individuals.
- Idea of survival kit for possible use with teaching assistants in colleges and universities. These T.A.'s have had no prior training or classes in education.
- Need ways to strengthen use of resource persons.
- Alternative approaches to implementing PBTE in both preservice and inservice situations.
- All ideas related to implementation and evaluation.
- Just to get into the program as fast as we can.
- Implementation.
- If and when PBTE materials are developed for occupational exploration, would like to be involved (ways to use).
- Assessment devices. Resource development.
- Initial orientation for state key personnel.
- Validate differing between effectiveness of PBTE and traditional approach.
- State requirements for CBTE.
- Possibility of revising the materials for use in other areas of teaching.
- Communication (i.e., newsletter). Consortium of interested institutions.
- Program design, inoperation of identified elements necessary for successful implementation and institutionalization.
- Implementation procedures within higher education. Increased emphasis on the content - competency-based, and the process - performance-based. Decrease emphasis on modules - more emphasis on a) content, b) process.
- Development of quality media to accompany modules.
- Evaluation procedures of performance. How to identify criteria for evaluating.

- Only the ordered material shipment.
- Interaction with other participants using PBTE.
- Assessment of need. Implementation.
- The actual performance on-site of pilot projects - as they go deeper into PBTE. On-site visits to operating programs should be part of continuing project.
- Need to consider alternatives to final experience assessment other than in actual school situation - what other approaches might be used?
- A newsletter or idea exchange mechanism (AAVIM?).
- The planning aspects. How to implement competency-based training by getting away from credit hour systems of most colleges and universities.
- I am very interested in some assistance on how professional accrediting organizations could or should modify their mechanisms for accrediting schools/programs to effectively assess competency-based programs, i.e., Should the site survey be done differently? If so, how?
- Maybe alternate activities (in modules) for those that have to be done again.
- Some form of "midway through" sharing of problems encountered and their solutions.
- Need to give and receive feedback regarding problems encountered during the implementation stages.
- Long range planning. Financial implication.
- The effectiveness of PBTE - as relates to time vs. performance.
- Development of modules dealing with current issues related to the exceptional and/or handicapped individual and issue dealing with professional areas of supervision, administration, and curriculum.
- Overall costs, FTE, etc.

Question 7: General comments and recommendations:

- Very well done - well organized - well executed. You had to deal with many variables and did it well!
- Very effective conference.
- Excellent workshop. Well organized. Presentations beautifully done. My perception of The Center has changed greatly. Look for me at future conferences and workshops. You're doing a fine job and providing leadership for change in vocational education.
- This was a great workshop. Well planned and managed. I gained a great deal. Would like Dr. Petrock put on a styrofoam pad to be shipped with orientation materials.
- Very productive workshop.
- A four or five day workshop should perhaps allow one free afternoon to get acquainted with the city.
- Well done. I feel that we accomplished a great deal that will improve teacher education.
- Bob Norton does a good job of coordination. Center staff is friendly and personable.
- Well done.
- Good workshop.

- The workshop exceeded my expectations. It also provided stimulation needed to get started. In general, I felt that the program design was excellent and delivered beautifully.
- Great workshop!
- Good production. Excellent planning.
- Good show!
- Workshop was well designed to serve purpose. Personally very helpful. Looking forward to participating in future workshops and development.
- Conference was extremely well planned. Materials are excellent. Presentation by local resource people was excellent. Student panel was less than desirable because of their limited exposure. Keep up the good work.
- Suggest we pursue funding to develop an on-campus (Vo-Tech) system/program where there's less resistance to change. We're ready!
- I thought the workshop was excellent and has given me the necessary skills and knowledgeable facts needed for implementing and conducting PBTE. All important aspects to PBTE were exposed in my opinion. Workshop did provide for an appropriate amount of participation as well as materials.
- Thank you for all your efforts and help.
- Excellent workshop - Workshop should have provided additional materials desired by participants.
- Excellent workshop - enjoyed it and learned something.
- Try to expand (coordinate efforts occurring nationwide) concept into a broader segment of the teacher education process.
- You have made a real effort to help us. I appreciate that. Next time, individualize the workshop to better meet all needs.
- Thank you very much for a very well organized, effective workshop!!
- Excellent.
- Very good!

The last question asking for "general comments and recommendations" stimulated many very positive comments such as "very well done--well organized--well executed," "this was a great workshop--well planned and managed," "excellent workshop--well organized--presentations beautifully done," and "the workshop exceeded my expectations."

Conclusions

From the objective data collected in the two national workshops and the subjective verbatim comments presented in relation to the Columbus workshop, it can be modestly concluded that the workshops were well planned and conducted. Several participants indicated the workshop was excellent and one of the best they had ever attended. It appears that most of the participants were more than satisfied and, judging from the objective pre-post estimate of performance data, that the workshop objectives were successfully achieved.

On-site Workshop Evaluations

A modification of the national workshop Estimate of Performance instrument and the Final Evaluation instrument were used in the on-site workshops. Most of the evaluations of these workshops ranged from good to excellent. Evaluation summary reports were prepared by Institute staff and sent back to each site coordinator for his/her information. Because of the extensive nature of this data across 24 sites, it is not presented here.

Performance-Based Teacher Education Reactions Form

Although the evaluation of PBTE concepts and materials was not a major focus of this Second Phase Institute, it was felt that some general reactions from some of the persons who had been trained as resource persons and who had actually used one or more modules with teachers would be informative. A 21-item "Performance-Based Teacher Education Reactions Form" was developed specifically for this purpose, and five copies of it were sent to each site coordinator in spring, 1977. The coordinators were asked to complete one form themselves and to ask four other individuals who had served as resource persons to do likewise. Fifty-four usable forms were returned. Unfortunately, most of the questions were of an open-ended nature, and the responses would require many pages to summarize. Three items, however, lended themselves to an objective tally; the responses to those questions follow.

Question #8 asked "Do you feel the PBTE approach to teacher education is as effective ____, more effective ____, less effective ____, than the traditional approach to teacher education?" Results showed:

As Effective - 27 responses
More Effective - 17 responses
Less Effective - 4 responses
Undecided - 4 responses

Question #10 asked "Do you feel comfortable in recommending The Center's PBTE materials to others?" Responses showed:

Yes - 50 responses
No - 4 responses

Question #6 under the heading of Module Related Questions asked "Do you plan to continue using The Center's modules?" Responses were as follows:

Yes - 48 responses
No - 3 responses
Undecided - 3 responses

One person explained his "no" response to this item by saying that the materials were "not suitable for the large classes with which I must work."

CHAPTER VIII:
OTHER ACTIVITIES

While most of the major activities associated with the 1976-1977 PBTE Institute have already been described elsewhere in this report, the development and use of joint agreements has not. In addition, mention has not been made of what might be called projects and activities related to the Institute. A large number of PBTE training and other staff development related activities have been planned and/or conducted which are, at least in part, indirect outcomes of the National Institute.

Joint Agreements

A Joint Agreement, which amounts to a written memorandum of understanding outlining the responsibilities of each participating institution including the respective state departments of education and The Center, was prepared and signed by official representatives of all the participating agencies. Institute staff feel this businesslike procedure definitely helped to clarify the roles and responsibilities of everyone involved and concerned. While no serious misunderstandings ever arose, it may well have been because the Joint Agreements were developed and signed.

PBTE Related Projects and Activities

An analysis of the final reports from each of the 23 sites submitting them by the deadline date revealed that 17 of the institutions have planned and/or conducted one or more PBTE-related efforts. These projects include such activities as resource person training workshops, feasibility studies, evaluation research, program design studies, and needs assessment studies. The related efforts of the institutions reporting and a brief description of these efforts follows:

Central State University - A practicum field-based educational experience using PBTE modules replaced part of the student teaching requirements. This enables hospital inservice educators to complete degree requirements while remaining on the job and not requiring a nine week full-time student teaching experience.

A proposal was written and funded which provides for a minimum of contact time between teacher educators and new teachers, which relies heavily on PBTE modules and experienced teachers to serve as field resource persons.

Eastern New Mexico University - More workshops are planned to orient vocational administrators and teachers. The state has adopted a plan with competency-based components for initial vocational certification which will go into effect in 1982.

Michigan State University - Plans have been made to train more field resource persons and to assist with the establishment of PBTE resource centers in field settings.

New York Institute of Technology - A consortium for the development of a competency-based Master's degree for vocational educators was formed with a Suffolk County school system and teachers' union. A special inservice course for forty occupational and special education teachers was planned and conducted in cooperation with two other colleges.

Ohio State University - A statewide resource person training workshop was conducted for the Ohio trade and industrial education state staff and faculty from four other institutions. A graduate level seminar on PBTE will be offered during the winter quarter.

Pennsylvania State University - A study is being conducted with state department support to implement a system of CBTE in industrial education. Competencies unique to industrial education teachers, and competencies common to specific fields of study will be identified and verified. Competency-assessment criteria will be developed for the identified competencies to permit assessment based upon observable performance.

Purdue University - A one-day workshop entitled "The Supervising Teacher: A Resource Person in Performance-Based Teacher Education" for over 100 persons serving as supervising teachers was conducted. Since Indiana's new secondary certification program goes into effect in 1978, many adjustments will be made in the professional courses offered by the various vocational departments at Purdue. In the development of new courses and in the revision of current courses, careful consideration will be given to the utilization of PBTE materials and procedures.

Purdue University was one of five leadership sites selected for participation in a third phase PBTE project entitled "Implementing Performance-Based Teacher Education."

State University College at Utica/Rome - The college applied and was selected for participation in The Center's third phase PBTE effort entitled "Implementing Performance-Based Teacher Education." This project seeks to help interested institutions to solve problems and remove existing constraints to the further institutionalization of PBTE.

University of Kentucky - An effort is being made to see that all vocational teachers have some experience with modules in their training program so they may, in turn, be better equipped to use modules and a competency-based approach as they teach their own students. PBTE materials are being added to two College of Education resource centers, and some specialized PBTE curricular materials are being developed with state department support.

University of Louisville - The Department of Occupational and Career Education obtained a grant of $4,200 from the President's Office, University of Louisville, to analyze existing PBTE materials and to determine what institutional support is needed to fully implement a PBTE program. In addition, plans call for the development of some specialized modules, and to purchase the necessary equipment and software for a fully functioning learning resources center.

University of Minnesota at Duluth - Resource centers were established at the University and at three area post-secondary vocational institutes. A teaching internship utilizing the modules was developed for new post-secondary instructors. A pilot PBTE program for teacher licensure in Minnesota for post-secondary instructors is being established.

University of New Hampshire - Plans call for training selected vocational and general educators in the Seacoast region as resource persons--the University of New Hampshire occupational education staff will work with the vocational field resource persons, and the general education staff of the University will work with the general education field resource persons.

University of Rhode Island - Plans call for working with the Industrial Education Department of Rhode Island College to assist them in implementing PBTE. Workshops were conducted for supervising teachers. Some specialized modules and videotapes were developed. PBTE modules were used to provide a performance-based approach to staff training for instructors in agriculture, fisheries, and extension workers at the University of the Azores under an AID Project contract.

A proposal has been submitted for conducting a New England Regional Dissemination Conference and follow-up seminars by vocational service-areas in Rhode Island.

The University applied and was selected as one of the five leadership sites in The Center's third phase EPDA-sponsored PBTE project entitled "Implementing Performance-Based Teacher Education."

University of South Dakota at Springfield - Plans include conducting some evaluation research to ascertain teacher attitudes toward PBTE modules.

Virginia Polytechnic Institute and State University - A resource center was established for faculty and an awareness training workshop was held for cooperating teachers in agriculture. Plans call for conducting additional resource person workshops; a state mandate to implement competency-based programs in vocational education by 1981 is having a supportive influence on PBTE efforts.

Western Michigan University - An $8,000 project has been funded partially to upgrade and update the vocational teacher education faculty in many areas--one of which will be to encourage the use of PBTE concepts and materials.

Westfield State College - Workshops on PBTE are scheduled for faculty as continuation resource person training, and courses are scheduled for the training of high school faculty in the use of modules in their instructional programs.

CHAPTER IX:
STAFF EMPLOYMENT, UTILIZATION, AND DEVELOPMENT

Center Institute Staff

Robert E. Norton, Institute Director and Associate Director, Professional Development in Vocational Education Program

James B. Hamilton, Research Specialist and Director, Professional Development in Vocational Education Program

Glen E. Fardig, Research and Development Specialist

Lois G. Harrington, Program Associate

Karen M. Quinn, Program Associate

Barry Hobart, Graduate Research Associate

Debbie Parsley, Secretary

Susan Ryckman, Secretary

CHAPTER X:
PARTICIPANT CHARACTERISTICS

a. FOR ADULT EDUCATION TEACHER TRAINING *(13.402)* AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS *(13.416, 13.417, 13.503, 13.504, 13.505, 13.506, 13.545, and 13.546)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY[1]*											
ADMINISTRATORS						1			8	2	11
GUIDANCE COUNSELORS											
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS					1		3		25	10	39
TEACHERS											
PARAPROFESSIONALS											
OTHERS *(Specify)* State Dept. Staff									21	4	25
SECONDARY[2]											
TOTALS											75

[1] PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED

[2] PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

*These are estimates based on best available information. Date reflect national workshop (Salt Lake City and Columbus) participants only.

b. FOR ADULT EDUCATION SPECIAL PROJECTS *(13.401)* PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34											
35 - 64 OR OVER											
TOTALS											

SIGNATURE OF PROJECT DIRECTOR: Robert E. Norton DATE: 11/21/77

CHAPTER XI:
SUMMARY AND CONCLUSIONS

When one studies the objective and subjective evidence available, it appears that all of the objectives of the 1976-1977 Institute were met to a very high degree. A large number of vocational teacher educators and other decision-makers were trained in the concepts, materials, and implementation procedures for performance-based teacher education. Considerable progress was made by most of the participating sites toward the installation of PBTE programs within their institutions and states. The curricular materials (PBTE modules) were used very successfully in a wide variety of institutional settings, with both preservice and inservice teachers working at the secondary, post-secondary and adult levels. A wide geographic spread was also evident in that the 25 participating institutions were located in 21 different states.

While all 24 of the institutions who conducted an on-site workshop indicated that they plan to continue the use of PBTE concepts and materials in a variety of ways appropriate to their needs and institutions, it is necessary to point out that the job of converting vocational teacher education programs to PBTE is not complete. Within the institutions already involved, even though many people have been trained and much progress toward implementing PBTE programs has been made, more planning and implementation work remains to be done if PBTE is to reach its fullest potential. And while some 35 institutions (10 through the First Phase Institute and 25 through this one) now have an experienced, knowledgeable, and supportive cadre of PBTE users, many other institutions of higher education do not have personnel well trained in PBTE concepts and materials within their ranks. Further, much work needs to be done to prepare staff development personnel in secondary and post-secondary institutions who are operating or planning to operate inservice and/or preservice teacher education programs within their own institutions. Regardless of the location of the needs for teacher training, personnel should be trained to use PBTE concepts and materials wherever they will help to effectively and efficiently accomplish the job.

The teacher educators and teachers involved in the Second Phase Institute (as was the case in the First Phase) have again demonstrated that PBTE concepts are workable in both preservice and inservice settings at the secondary, post-secondary, and adult levels. Further, the reactions of large numbers of resource persons and teachers provide conclusive evidence that acceptable and effective high quality curricular materials are available.

The objective now must be to further institutionalize PBTE in the colleges and universities already involved, while at the same time we must begin to train and prepare large numbers of personnel from the many additional higher education, post-secondary, and secondary institutions that need to become involved with installation efforts. As these training and implementation efforts continue, we must also seek the answer to many unanswered questions about PBTE. We lack, for example, hard and factual evidence about the comparative effectiveness of PBTE versus traditional teacher education programs, the cost of PBTE program installation and operation, good alternative evaluation procedures and instrumentation, and adequate information about how to bring about some of the institutional changes necessary to support the implementation of PBTE programs.

The following is a list of the major outcomes and conclusions of the Second Phase Institute:

1. A cadre of 465 vocational teacher educators and other staff development leaders in 25 geographically diverse locations were prepared as resource persons to adapt, utilize, and implement PBTE concepts and materials.

2. Another 1636 persons concerned about teacher education or staff development were provided with PBTE awareness training.

3. Approximately 3254 vocational teachers received some of their professional training through the use of PBTE materials in the 25 sites during 1976-77.

4. Of the resource persons trained, 188 persons used one or more modules in the training of their teachers.

5. Of the 54 persons who reacted to a questionnaire about the PBTE materials after using them with teachers, 50 said they feel comfortable in recommending the PBTE materials to others.

6. The PBTE materials and concepts were again used successfully by all vocational service areas and with preservice and inservice teachers working at the secondary, postsecondary, and adult levels.

7. The national and on-site workshops were planned and conducted using modules (X-101 and X-102)

as the medium of instruction so as to model for the participants the type of instruction that they were in turn expected to use with their teachers.

8. The evaluation data from both national workshops and from the 24 on-site workshops indicate the workshop objectives were met to a very high degree. This conclusion is supported by the large numbers of persons trained and their later successful use of PBTE concepts and materials with large numbers of preservice and inservice teachers.

9. Three products were developed/revised that should be valuable to others wanting to implement PBTE or help others implement PBTE. These products were the slide/tape on the role of the resource person and the workshop modules X-101 and 102.

10. All of the 24 institutions completing their on-site workshop have indicated their intention to continue using PBTE concepts and materials in their teacher training efforts. Many institutions have sought additional state or regional funding and have specific plans for converting certain courses, workshops, and other training sessions either totally or at least partially to PBTE.

APPENDIX A

Description of the Performance-Based Teacher Education Curricular Materials Used in the Institute

The performance-based teacher education curricular materials (modules) which were used as the basis for the instruction of vocational teachers by persons participating in the Institute were developed by The Center's Professional Development in Vocational Education Program during the period August 1971 to June 1976. The PBTE materials are the products of a sustained three-phase research, development, and dissemination effort. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of the 100 modules and supportive training materials. Over 40 teacher educators provided input in the development of the initial versions of the modules; over 2000 teachers and 300 resource persons in 20 universities, colleges and post-secondary institutions used the materials and provided feedback for their revision and refinement.

What is the Nature of the Materials?

The performance-based vocational teacher education curricular materials are organized in modular form for preservice and/or inservice use in all vocational service areas. This series of 100 PBTE learning packages focuses upon specific professional competencies of vocational teachers. Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specific competency. Because of their size and flexibility, the modules lend themselves to the selection of materials and learning experiences which are most suited to individual student's needs and interests.

What was the Basis for Module Development?

The modules are based on Center research that indicated the professional performance requirements (competencies) important to successful vocational teaching. This research verified 384 performance elements as being needed by vocational teachers. These elements, grouped into ten categories, provided the research base for module development. Those ten categories, and the number of modules in each category, follows:

Category	Number of Modules
A — Program Planning, Development, and Evaluation	11
B — Instructional Planning	6

Category	Number of Modules
C — Instructional Execution	29
D — Instructional Evaluation	6
E — Instructional Management	9
F — Guidance	5
G — School-Community Relations	10
H — Student Vocational Organizations	6
I — Professional Role and Development	8
J — Coordination of Cooperative Education	10

How were the Modules Developed and Tested?

Development of the first version of the modules was a cooperative effort involving faculty at the University of Missouri-Columbia, Oregon State University, the Oregon and Missouri State Departments of Vocational Education, and The Center for Vocational Education.

The modules underwent preliminary testing at the University of Missouri-Columbia; Oregon State University, Corvallis; and Temple University, Philadelphia.

Advanced testing of the modules was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

What is in a Module?

Each module is an instructional package designed to cover one or more closely related teaching competencies. The package includes information activities and feedback devices to help the module-taker acquire each competency.

The module format is standardized into four components. A description of each component in the order of their occurrence in the module follows:

About This Module. -- This section provides the following information: (1) a list of the objectives, both enabling and terminal, for the module; (2) the prerequisite skill(s) needed in order to complete the module; (3) a listing of all outside resources, both required and optional, which supplement those contained within the modules; and (4) the number(s) of the performance elements (from the research base) which form the basis for the module.

Introduction. -- The introduction provides the frame of reference for the entire module; i.e., relationship to other modules and the teacher education program, definition of terms unique to the module, and the importance of the competency to be developed.

Learning Experiences. -- Each learning experience begins with a one-page overview that includes an enabling objective, brief statements of the major learning activities involved, and a description of the type of feedback provided the user. The learning experiences include directions for completing the learning activities (reading information sheets, role-playing, planning, reacting to case studies, videotaping performance for critiquing by peers, observing skilled teachers, etc.) and directions for the feedback procedures and instruments. In most modules, the first one or two learning experiences provide background knowledge about the teaching competency. The learner is then given an opportunity to practice or apply the competency in simulated situations. The last learning experience always requires performing the competency described in the terminal objective in an actual school setting for final assessment.

About Using The Center's PBTE Modules. -- This section is designed to assist the person who is using one of The Center's modules for the first time. The organization of the module format is explained, procedures to follow in using a module are described, and module terminology is defined.

How can the Modules be Used?

The modules are designed for use in both secondary and postsecondary, preservice and inservice, vocational teacher education programs in the various vaocational service areas. The individualized instructional design of the module learning experiences allow either individual or group instruction to be used. The research base for the modules provides objectives that focus on competencies verified as important for successful vocational teachers, and the module design requires demonstration of ability in an actual school setting as evidence that the competencies have been achieved.

What Module Titles and Supportive Training Materials are Available?

One hundred refined PBTE modules will be available from the publisher (about 60 are already available) by March 1978. In addition, five supportive training documents are also available:

Vocational Teacher Competency Profile

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For a list of the titles of the 100 PBTE modules and the address of the publisher, see the following page.

All of these materials were developed and tested pursuant to contracts with the National Institute of Education and the U.S. Office of Education.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

---

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • University of Georgia • Athens, Georgia 30602 • (404) 542-2586

APPENDIX B

MEETING OF THE NATIONAL PLANNING GROUP FOR THE SECOND PHASE OF THE NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION

August 24-25, 1976

Purpose: To obtain recommendations from the National Planning Group concerning major activities of the Institute.

Specific Objectives:

1. To acquaint the Planning Group with CVE's PBTE curricula and related materials.
2. To acquaint the Planning Group with the major activities and outcomes of the first phase of the Institute.
3. To seek advise on the selection of the training strategies and the sequencing of activities for the Institute.
4. To have the Planning Group review and make recommendations regarding evaluation and technical assistance procedures.
5. To have the Planning Group review and make recommendations regarding the:
    - a. State-of-the-Art Report
    - b. PBTE Implementation Guide
    - c. Workshop Training Modules
    - d. Slide/Tape Presentation
6. To obtain recommendations on the selection of Institute participants.

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

AGENDA

Tuesday August 24, 1976

8:30 a.m.	Introductions Welcome to CVE Purpose of Meeting Institute Activities to Date An Overview of CVE's Program	Bob Norton
9:30 a.m.	Coffee Break	
9:50 a.m.	Orientation to PBTE Curricula - The Research Base - Cooperative Development - Field Testing and Revision	Glen Fardig
10:20 a.m.	Review of Sample Module - Module Walk-thru - Questions	Karen Quinn
11:00 a.m.	Review of the 1975-76 PBTE Institute - Institute Sites - Major Activities - Results	Bob Norton
11:30 a.m.	Lunch at Jai Lai	
1:15 p.m.	The State-of-the-Art Report - Purpose - Feedback and Revision - Questions and Recommendations	Lois Harrington
1:45 p.m.	The Student Guide and Resource Person's Guide - Purpose - Feedback and Revision - Questions and Recommendations	Karen Quinn
2:15 p.m.	The Implementation Guide - Purpose - Feedback and Revision - Questions and Recommendations	Glen Fardig
2:45 p.m.	Coffee Break	

3:00 p.m.	Review of Plans and Progress on Resource Person Slide/Tape - Purpose - Progress to Date - Questions	Lois Harrington
	Review of Tentative Agenda and Procedures for National Workshops - X-101 - Support Materials/Personnel - Questions and Recommendations	Bob Norton
	Review of Tentative Agenda and Procedures for On-site Workshops - X-102 - Support Materials/Personnel - Questions and Recommendations	Glen Fardig
4:30 p.m.	Return to Stouffer's University Inn	
6:30 p.m.	Dinner at Stouffer's - Canterbury Room	
7:30 p.m.	Overview of CVE's Mission, Programs, and Projects	

Wednesday August 25, 1976

8:00 a.m.	Meet in Stouffer's Lobby for Transportation to CVE	
8:30 a.m.	Discussion of Plans and Materials (continued) - Questions - Recommendations	Bob Norton
	Review of Plans for Technical Assistance - Questions - Recommendations	Glen Fardig
9:15 a.m.	Review of Plans for Evaluating Training Outcomes - Questions - Recommendations	Bob Norton
9:30 a.m.	Tour of 1960 Kenny Road Facilities	

10:00 a.m. Coffee Break

10:15 a.m. Review of Institute Applications

- Selection Criteria
- Review Procedures
- Individual Review of Applications

Summary and Wrap-up

11:45 a.m. Adjourn

APPENDIX C

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

July 2, 1976

We have been notified by the U.S. Office of Education that The Center will soon be receiving a contract for conducting a second phase of the National Institute for Performance-Based Teacher Education (PBTE). To allow as much time as possible for the nomination and selection of the most qualified participants and institutions, we are requesting your assistance at this time.

Will you please read the enclosed brochure that describes the objectives of the 15 month Institute, its major activities, the criteria for participation, and important dates. If, after carefully considering the objectives and selection criteria for the Institute, you feel one or two institutions involved in the preparation of vocational teachers within your state (or territory) are particularly deserving of nomination, please complete the enclosed nomination form and return it to me not later than July 16, 1976.

As explained on the enclosed nomination form, you or a member of your staff is asked to make a commitment of support and participation. We feel that a cooperative team approach is essential to the successful implementation of PBTE programs and, hence, request your active involvement should the institution you nominate be selected as the regional representative. As soon as we receive your nomination, application forms and related information will be mailed to the contact person you specify.

Your assistance in this important nomination and selection process will be very much appreciated.

Sincerely,

Robert E. Norton
Institute Director

REN:tlr

Enc.: Brochure
Nomination Form

NOMINATION FORM

National Institute for Performance-Based Teacher Education

Deadline Date--July 16, 1976

1st Nomination

Institution Nominated ______________________________

Person to Contact ______________________________
Last First Middle

Mailing Address ____________________
____
____
____________________ Zip Code

Phone __________ ____________________
Area Code

2nd Nomination

Institution Nominated ______________________________

Person to Contact ______________________________
Last First Middle

Mailing Address ____________________
____
____
____________________ Zip Code

Phone __________ ____________________
Area Code

I agree that if the institution(s) I have nominated is chosen to be a participant in the National Institute for Performance-Based Teacher Education, I will cooperate with and support that institution in developing the concept of performance-based teacher education. I further agree to participate in the National Institute by attending the national workshop to be held in our region and the on-site orientation session to be held at the selected institution.

____
Signature and Date
EPDA Coordinator

Please complete and mail not later than July 16, 1976 to:

Dr. Robert E. Norton, PBTE Institute Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614) 486-3655 Ext. 406

Michigan State University
East Lansing, Michigan

New York Institute of Technology
Old Westbury, New York

Ohio State University
Columbus, Ohio

Pennsylvania State University
University Park, Pennsylvania

Purdue University
West Lafayette, Indiana

State University College at Utica/Rome
Utica, New York

Suburban Hennepin Technical Center
Eden Prairie, Minnesota

University of Kentucky
Lexington, Kentucky

University of Louisville
Louisville, Kentucky

University of Minnesota-Duluth
Duluth, Minnesota

University of New Hampshire
Durham, New Hampshire

University of Rhode Island
Kingston, Rhode Island

University of South Dakota
Springfield, South Dakota

Virginia Polytechnical Institute and
State University
Blacksburg, Virginia

Western Michigan University
Kalamazoo, Michigan

Westfield State College
Westfield, Massachusetts

For additional information about the Institute, please contact:

Dr. Robert E. Norton
PBTE Institute Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614) 486-3655 x 406

The Center does not discriminate against any individual for reasons of race, color, creed, religion, national origin, age, or sex.

The National Institute for Performance-Based Teacher Education is sponsored by The Center for Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and the Ohio State Board for Vocational Education.

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road, Columbus, Ohio 43210

NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION

SECOND PHASE

1976 – 1977

PBTE

THE CENTER FOR VOCATIONAL EDUCATIC
THE OHIO STATE UNIVERSIT

OBJECTIVES OF THE INSTITUTE

The major purpose of the National Institute for Performance-Based Teacher Education (PBTE) is to develop the skill of selected vocational teacher educators and decision-makers to implement performance based vocational teacher education curricula within their own institutions. Selected teacher educators will be involved in the review and use of PBTE curricular materials which have already been developed for the purpose of improving the quality of secondary and post-secondary vocational teacher preparation.

Instructional packages, called modules which were developed under the sponsorship of the National Institute of Education, will be the primary basis for instruction. The modules, which have already undergone field testing, are designed for use by students in both preservice and in-service vocational teacher education programs in all of the various vocational service areas. The modules are designed for use on an individualized basis, but may also be used in small and large group instructional settings. The performance objectives for the modules focus on the professional competencies verified by The Center for Vocational Education researchers as important to successful vocational teachers.

Upon completing all the Institute training activities, each participant will be able to:

- Describe the concepts and rationale underlying the PBTE/CBTE approach to teacher education.
- Describe the nature and use of performance based professional teacher education curricula.
- Compare and explain the differences between PBTE programs and traditional programs of teacher education.
- Explain alternative approaches for implementing preservice and in-service performance based teacher education programs.
- Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.
- Develop and make operational an appropriate teaching-learning design for implementing PBTE curricula in their specific setting.
- Serve effectively in the teacher educator role as resource person, advisor, and evaluator.
- Orient prospective and in-service teachers to their role and responsibilities in using performance-based curricular materials.
- More objectively assess a teacher's ability to perform specified competencies in actual classroom situations.
- Assist with the training of other vocational teacher educators and administrators who desire to implement PBTE programs.

MAJOR ACTIVITIES

The major activities of the National Institute for Performance-Based Teacher Education include the following training and related follow-up activities:

- Two national workshops of four days each will be held, one in October for representatives of institutions in the western half of the nation, and one in November for representatives of institutions in the eastern half of the U.S. A team of three participants from each institution selected, and state represented, will participate in these workshops. Consultants from the ten 1975-76 PBTE Institute sites will be available to share their experiences and suggestions.
- A two-day on-site orientation to PBTE concepts, curricular materials, and implementation procedures at each of the selected institutions. Members of the Institute staff will assist the site coordinator in planning the on-site orientation program. In addition to the workshop participants, an average of ten additional persons are expected to be trained at each of twenty-five sites.
- Individual on-site technical assistance for adapting and implementing PBTE programs. Technical assistance will include information provided by means of telephone calls to each site and site visitations by Institute staff.

In addition to the training and consultative services provided for the national and on-site workshops the following materials will be available:

To Each Site –

- One set of the 100 PBTE modules developed and field tested by The Center—others will be available at cost to persons adequately trained in their use.
- One slide/tape presentation on the PBTE curricular concepts and materials.
- One slide/tape presentation on the role of the resource person in PBTE programs.
- One set of transparencies on PBTE concepts and materials.
- Three copies of a State-of-the-Art report on PBTE.
- Three copies of a PBTE implementation procedures guide.

To Each Workshop Participant –

- A student guide to using PBTE materials.
- A resource person guide to using PBTE materials.
- A training module.

PARTICIPATING INSTITUTIONS

The following institutions were selected with the advice of a nationally representative planning group:

Appalachian State University
Boone, North Carolina

Brigham Young University
Provo, Utah

Central Connecticut State College
New Britain, Connecticut

Central State University
Edmond, Oklahoma

Cullman County Area Vocational Center
Cullman, Alabama

Eastern New Mexico University
Portales, New Mexico

Federated Universities of North Texas Area
Richardson, Texas

Indiana University
Bloomington, Indiana

Iowa State University
Ames, Iowa

List of the 57 Institutions Nominated by 38 State EPDA Coordinators for the Second Phase (1976-77) of PBTE Institute

Institution	Address	Contact Person
Appalachian State University	Boone, North Carolina	Dr. Josephine Foster
Arizona State University	Tempe, Arizona	Dr. Margaret Barkley
Brigham Young University	Provo, Utah	Dr. William McKell
Cent. Connecticut State College	New Britain, Connecticut	Dr. Philip Masley and Dr. Raymond Ross
Central State University	Edmond, Oklahoma	Dr. J. W. Weatherford
Clemson University	Clemson, South Carolina	Dr. Harold Landrith
Cullman County Area Voc. Center (Alabama A&M University and University of Alabama-Birmingham	Cullman, Alabama	Dr. Howard Fortney
Division of Voc. Tech. Education	Charlotte Amalie, St. Thomas, Virgin Islands	Dr. Irvin Sewer
Eastern New Mexico University	Portales, New Mexico	Dr. Albert Bettina
Federated Universities of North Texas Areas	Richardson, Texas	Dr. Bill Loveland and Dr. Billy Pope
Georgia State University	Atlanta, Georgia	Dr. Robert Meran
Illinois State University	Normal, Illinois	Dr. Bessie Hackett
Indiana University	Bloomington, Indiana	Dr. Donald Kinzy
Iowa State University	Ames, Iowa	Dr. John Van Ast
Kansas State University	Manhattan, Kansas	Dr. Robert Meisner
Keene State College	Keene, New Hampshire	Dr. Dick Gustafson
Kent State University	Kent, Ohio	Dr. Charles Nichols
Louisiana State University	Baton Rouge, Louisiana	Dr. Charles Curtis
Michigan State University	East Lansing, Michigan	Dr. George Ferns
Middle Tennessee State University	Murfreesboro, Tennessee	Mr. Charles Dunn
Mississippi State University	Mississippi State, Mississippi	Dr. James Wall
New York Institute of Technology	Old Westbury, New York	Dr. John Borum
Northern Arizona University	Flagstaff, Arizona	Dr. John Glenn

Institution	Address	Contact Person
Northern Montana College	Havre, Montana	Dr. Duane Leach and Dr. Albert Vander Linde
Ohio State University	Columbus, Ohio	Dr. Aaron Miller
Oregon State University	Corvallis, Oregon	Dr. Wayne Courtney
Pennsylvania State University	University Park, Pennsylvania	Dr. Wayne Detwiler
Purdue University	West Lafayette, Indiana	Dr. Howard McVicker
Rutgers-The State University	New Brunswick, New Jersey	Dr. Lacy Simcoe
South Dakota State University	Brookings, South Dakota	Dr. Hilding Gadda
Southern Illinois University	Carbondale, Illinois	Dr. Wayne Ramp
Southwestern Missouri State Univ.	Springfield, Missouri	Dr. Orin Robinson
State University College at Utica-Rome	Utica, New York	Dr. John Glenn
Suburban Hennepin Tech. Center	Eden Prairie, Minnesota	Dr. David Sprague
Trenton State College	Trenton, New Jersey	Dr. Robert Thrower
University of Georgia	Athens, Georgia	Dr. George L. O'Kelly
University of Hawaii	Honolulu, Hawaii	Dr. Lawrence Zane
University of Idaho	Moscow, Idaho	Dr. James Bikkie
University of Kentucky	Lexington, Kentucky	Dr. Harold Binkley
University of Louisville	Louisville, Kentucky	Dr. Dennis Nystrom
University of Minnesota-Duluth	Duluth, Minnesota	Dr. William Ardren
University of Missouri-Columbia	Columbia, Missouri	Dr. Wilbur Miller
University of Nevada	Reno, Nevada	Dr. Jean Ansolabehere and Dr. Jake Huber
University of New Hampshire	Durham, New Hampshire	Dr. William Annis
University of Northern Colorado	Greeley, Colorado	Dr. Robert Barnes
University of Northern Iowa	Cedar Falls, Iowa	Dr. Arnold Freitag
University of Rhode Island	Kingston, Rhode Island	Dr. Patricia Kelly and Dr. Donald McCreight
University of South Dakota	Springfield, South Dakota	Dr. Thomas Stone

Institution	Address	Contact Person
University of Southern Mississippi	Hattiesburg, Mississippi	Dr. Conrad Welker
Univ. of Southwestern Louisiana	Lafayette, Louisiana	Dr. Thomas Nevitt
University of Wisconsin-Madison	Madison, Wisconsin	Dr. Walter Bjoraker
University of Wisconsin-Stout	Menomonie, Wisconsin	Dr. Harold Halfin
Virginia Polytechnical Institute and State University	Blacksburg, Virginia	Dr. James Clouse and Ms. Maude Goldston
Western Michigan University	Kalamazoo, Michigan	Dr. Raymond Dannenberg
Westfield State College	Westfield, Massachusetts	Dr. John Nevins
Winthrop College	Rock Hill, South Carolina	Dr. Ruth Hovermale

APPENDIX E

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

July 21, 1976

You and your institution have been nominated by your state EPDA coordinator as an institution within the state (or territory) that is most deserving of selection to participate in the National Institute for Performance-Based Teacher Education (PBTE). The Institute, to be conducted by The Center, is sponsored by the U.S. Office of Education under the provisions of EPDA Part F, 553 and involves the use of performance-based vocational teacher education curricular materials that have been developed under the National Institute of Education (NIE) sponsorship.

Most state coordinators have nominated one or two institutions that they would like to see participate, and since only twenty-five institutions in total can be selected, we are now asking the nominated institutions to complete an application form which will provide us and members of the National Planning Committee with the additional information needed for final selection.

Enclosed please find the following:

1. Application Form
2. Three National Institute for Performance-Based Teacher Education brochures
3. Vocational Teacher Competency Profile chart - lists the ten instructional categories and 100 module titles available
4. Attachment A - Description of the Performance-Based Professional Vocational Teacher Education Curricula
5. Attachment B - Inventory of Estimated Use of Professional Vocational Teacher Education Modules
6. Attachment C - Responsibilities of Cooperating Parties
7. Sample Module E-7, Assist Students in Developing Self-Discipline

Please review all materials before completing the application form. Because of the nature of the activities and commitments involved, you will also want to discuss these materials and activities with other vocational staff members and appropriate administrative officials.

On Attachment B, which is to be returned with your application, we ask that you carefully consider your likely enrollment and conservatively estimate the number of preservice and in-service persons, if any, who would likely complete each module during the coming academic year. This request should not be interpreted to mean that your institution should use all 100 of the modules listed. Such extensive use would be unlikely and unwise for most institutions the first year. Carefully planned and effective use of the materials is far more important than the number of materials used. We ask that because of developmental copyright regulations you not reproduce the sample module sent you, and that you return it with your application.

Please mail your application to me as soon as possible. To be considered in the final selection process, your application must be postmarked not later than Friday, August 13, 1976. If you desire additional information about the Institute, please contact me at 614-486-3655 Ext: 406.

Congratulations on being nominated, and good luck in completing a successful application.

Sincerely,

Robert E. Norton
Institute Director

Enclosures

REN/dlp

1976-77 APPLICATION FORM*

NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION

I. Institutional Data

A. Name of Institution ______________________________

B. Name of College/School ______________________________

C. Name of Department/Division ______________________________

D. Number of full-time vocational teacher education staff (1975-76) ________

E. Number of part-time vocational teacher education staff (1975-76) ________

F. Check only the vocational service areas and levels for which personnel are trained by the Department/Division:

	Preservice Preparation	In-Service Preparation
Agricultural Education		
Business & Office Education		
Distributive Education		
Health Occupations Education		
Home Economics Education		
Industrial Arts Education		
Technical Education		
Trade & Industrial Education		

G. Indicate the number of secondary preservice personnel prepared last year (all service areas) ____________

H. Indicate the number of secondary in-service personnel prepared last year (all service areas) ____________

I. Indicate the number of post-secondary preservice personnel prepared last year (all service areas) ____________

J. Indicate the number of post-secondary in-service personnel prepared last year (all service areas) ____________

*Application must be postmarked not later than Friday, August 13, 1976

II. Personnel Data:

(This section to be completed by the site coordinator designate.)

A. As the person who would serve as site coordinator if this institution is chosen as the regional representative; please answer each of the following:

1. Name____

2. Mailing Address________________________________
____
____

3. Phone (Office) Area Code Number________________

Phone (Home) Area Code Number________________

4. List your current major responsibilities:

5. Describe PBTE activities you have been involved in, if any, to date:

6. Approximate percentage of time that you would be able to devote directly to PBTE implementation efforts during the 1975-76 academic year______%.

7. In a short statement indicate your feelings toward PBTE:

8. Indicate briefly what you view to be the possible advantages of PBTE programs over traditional teacher education programs:

9. Other relevant data, if any:

10. Please attach an up-to-date personal résumé.

(This section to be completed by the assistant site coordinator designate.)

B. As the person who would serve as assistant site coordinator if this institution is chosen as the regional representative; please answer each of the following:

1. Name ______________________________

2. Mailing Address ______________________________

____

____

3. Phone (Office) Area Code ______ Number ______________

Phone (Home) Area Code ______ Number ______________

4. List your current major responsibilities:

5. Describe PBTE activities you have been involved in, if any, to date:

6. Approximate percentage of time that you would be able to devote directly to PBTE implementation efforts during the 1975-76 academic year ______%.

7. In a short statement indicate your feelings toward PBTE:

8. Indicate briefly what you view to be the possible advantages of PBTE programs over traditional teacher education programs:

9. Other relevant data, if any:

10. Please attach an up-to-date personal résumé.

III. Institutional Planning for PBTE

A. Describe the extent of institutional (college and/or departmental) planning for PBTE implementation that has already been completed. Please submit copies of any plans formulated, official policy positions adopted, etc. that would support your description of staff planning and/or involvement to date.

B. Please briefly describe why your institution should be selected as one of the 25 to be involved in the 1976-77 Institute.

IV. Institutional Resources

A. Indicate the number of instructional personnel (teacher educators, cooperating teachers, state supervisors, etc.) that you would propose to involve in PBTE training and implementation activities ___________.

B. Indicate the approximate number of preservice students (secondary and/or post-secondary) that you could involve in using the performance-based curricular materials during the 1976-77 academic year ___________.

C. Indicate the approximate number of in-service teachers (secondary and/or post-secondary) that you could involve in using the materials during the 1976-77 academic year ___________.

D. Although most of the performance-based curricular materials are self-contained by design, some outside resources are required and others are recommended but optional. Does your department own or have available to its staff and students the following facilities and/or equipment:

Item	Available	
	YES	NO
Overhead projectors	___	___
Slide projectors	___	___
Tape recorders	___	___
Videotape recorders	___	___
8mm projectors	___	___
16mm projectors	___	___
Department library or resource center	___	___

E. Would your department have available or could you purchase through the college/university library at least $200 worth of required outside resources that may be required?
___YES ___NO.

V. Potential for PBTE Curricular Materials Use

The 100 performance-based professional vocational teacher education modules that will be available at cost for instructional use with preservice and in-service personnel are listed by title on Attachment B. For the academic year 1976-77 please give in the spaces provided on Attachment B, your best estimate of the potential for use of the various titles by both preservice students and in-service students. Please review the sample module provided before making this estimate, and be as realistic as possible.

VI. Other Qualifications

After reviewing the selection criteria outlined in the Institute brochure, please provide any other information that you feel would help the selection committee better understand your institution's qualifications.

VII. Personal and Institutional Commitment

I have reviewed the data submitted with this application and believe it to be true and accurate in every respect. I have further read the Institute brochure and the institutional responsibilities outlined on Attachment F, and agree to assist and support in every way possible the related training activities and the implementation of a PBTE program, should our institution be one of the 25 selected.

Signature of Site Coordinator designate ____________________ Date ___________

Signature of Assistant Site Coordinator designate ____________________ Date ___________

Signature of Department Chairman or Coordinator (if one of the above, please so indicate) ____________________ Date ___________

Signature of Dean or other administrative official to whom the Department is directly responsible ____________________ Date ___________

APPENDIX F

Site Coordinators and Assistant Site Coordinators for the 1976-77 PBTE Institute

Site Coordinator	Assistant Site Coordinator
Dr. Clinton Parker College of Fine & Applied Arts Appalachian State University Boone, North Carolina 28608 (704) 262-3036	Ms. Mary Frank Poe Department of Home Economics Appalachian State University Boone, North Carolina 28608 (704) 262-3120
	Dr. Alfred V. Rapp P.O. Box 51 Blowing Rock, North Carolina 28605 (704) 262-3111
Dr. Jerry Grover 230 SNLB Brigham Young University Provo, Utah 84602 (801) 374-1211 Ext. 2021	Dr. Edwin C. Hinckley 230 SNLB Brigham Young University Provo, Utah 84602 (801) 374-1211 Ext. 2021
Dr. Raymond Ross Vocational and Technical Education Dept. Central Connecticut State College New Britain, Connecticut 06050 (203) 827-7413	Dr. Robert Rinas 33 Hazelmere Road New Britain, Connecticut 06053 (203) 827-7413
Dr. J. W. Weatherford Department of Vocational-Technical Teacher Education Central State University Edmond, Oklahoma 73034 (405) 341-2980 Ext. 741	Dr. Fred "Chuck" Mack Department of Vocational-Technical Teacher Education Central State University Edmond, Oklahoma 73034 (405) 341-2980 Ext. 741
Dr. Howard M. Fortney, Director Teacher Corps Cullman County Area Vocational Center Route 14, Box 65 Cullman, Alabama 35055 (205) 739-1722	Mr. Henry M. Stricklen, Assoc. Director Teacher Corps Cullman County Area Vocational Center Route 14, Box 65 Cullman, Alabama 35055 (205) 739-1722
	Ms. Jeanette Redford Department of Vocational Education 136 Ullman Building University of Alabama, Birmingham Birmingham, Alabama 35294

Site Coordinator	Assistant Site Coordinator
Dr. Ok D. Park Station #56, Quay Hall 101 Eastern New Mexico University Portales, New Mexico 88130 (505) 562-3677	Mr. R. Don Wilson Station #56, Quay Hall 105 Eastern New Mexico University Portales, New Mexico 88130 (505) 562-3677
Dr. Billy N. Pope Educational Personnel Development Consortium D P.O. Box 1300 400 East Spring Valley Richardson, Texas 75080 (214) 238-8179	Dr. Bill E. Lovelace Educational Personnel Development Consortium D P.O. Box 1300 400 East Spring Valley Richardson, Texas 75080 (214) 238-8179
Dr. Doris B. Adomatis, Asst. Professor Department of Home Economics Indiana University 214 Wylie Hall Bloomington, Indiana 47401 (812) 337-9470	Ms. Mary Lee Seibert Allied Health Sciences 228 IU Medical Center Indianapolis, Indiana 46204 (317) 264-8603
Dr. John Van Ast, Coordinator Industrial Vocational Technical Education Department of Industrial Education Iowa State University Ames, Iowa 50011 (515) 294-2082	Dr. Richard Libby Industrial Vocational Technical Education Department of Industrial Education Iowa State University Ames, Iowa 50011 (515) 294-2082
Dr. George W. Ferns, Professor 307 Erickson Hall Michigan State University East Lansing, Michigan 48824 (517) 353-9135	Dr. Rex E. Ray, Associate Professor 327 Erickson Hall Michigan State University East Lansing, Michigan 48824 (517) 353-1784
Dr. Joan Borum Penrose, Asst. Professor New York Institute of Technology 38 Mayfair Drive Huntington, New York 11743 (516) 686-7636	Mr. Frank Stewart 73 Garfield Street Garden City, New York 11530 (516) 686-7636

Site Coordinator	Assistant Site Coordinator
Dr. Aaron J. Miller 160 Ramseyer Hall The Ohio State University 29 W. Woodruff Columbus, Ohio 43210 (614) 422-9437	Dr. Leon Boucher 204 Agricultural Administration Building The Ohio State University 2120 Fyffe Road Columbus, Ohio 43210 (614) 422-6671 Dr. E. Keith Blankenbaker 126 Welding Engineering 190 W. 19th Avenue The Ohio State University Columbus, Ohio 43210 (614) 422-2661 Ms. Penny Reighart 343C Campbell Hall The Ohio State University 1787 Neil Avenue Columbus, Ohio 43210 (614) 422-4488
Dr. Wayne L. Detwiler, Sr. Rackley Building The Pennsylvania State University University Park, Pennsylvania 16802 (814) 865-5441	Dr. Gene M. Love Room 102 Armsby Building Department of Agricultural Education The Pennsylvania State University University Park, Pennsylvania 16802 (814) 865-1688
Dr. Max Eddy 101 Michael Golden Building Purdue University West Lafayette, Indiana 47907 (317) 493-8618	Dr. Phyllis Kinnison Lowe South Campus Courts, F Purdue University West Lafayette, Indiana 47906 (317) 494-8026
Dr. John W. Glenn, Jr. State University College at Utica/Rome 811 Court Street Utica, New York 13502 (315) 792-3322	Mr. Nicholas J. Acquaviva State University College at Utica/Rome 811 Court Street Utica, New York 13502 (315) 792-3322
Dr. David Sprague Suburban Hennepin County Area Vocational-Technical Schools 1820 Xenium Lane North Minneapolis, Minnesota 55441 (612) 559-3535 Ext. 19	Mr. Ron Genda Suburban Hennepin County Area Vocational-Technical Schools North Campus 9000 North 77th Avenue Brooklyn Park, Minnesota 55445 (612) 425-3800 Ext. 210

Site Coordinator	Assistant Site Coordinator
Dr. Bernard T. Fagan College of Education Vocational Education University of Kentucky Lexington, Kentucky 40506 (606) 257-1797	Dr. Rodney W. Tulloch 43 Dickey Hall University of Kentucky Lexington, Kentucky 40506 (606) 258-5795
Dr. G. Keith Bayne Assistant Professor Department of Occupational and Career Education University of Louisville Louisville, Kentucky 40208 (502) 588-6667	Dr. Wilma B. Gillespie Associate Professor Department of Occupational and Career Education University of Louisville Louisville, Kentucky 40208 (502) 588-6667
Mr. William F. Ardren Department of Industrial and Technical Studies University of Minnesota, Duluth Duluth, Minnesota 55812 (218) 726-8259	Mr. Howard O. Wickler Department of Industrial and Technical Studies University of Minnesota, Duluth Duluth, Minnesota 55812 (218) 726-8252
Dr. William H. Annis Palmer House University of New Hampshire Durham, New Hampshire 03824 (603) 862-1452	Dr. Nicholas L. Paul Palmer House University of New Hampshire Durham, New Hampshire 03824 (603) 862-1452
Dr. Patricia S. Kelly Professor and Chairman Home Economics Education 100 Quinn Hall University of Rhode Island Kingston, Rhode Island 02881 (401) 792-2125/2126	Dr. Donald E. McCreight Associate Professor and Coordinator Agricultural Education 6 Rodman Hall University of Rhode Island Kingston, Rhode Island 02881 (401) 792-2981/2047
Dr. John P. Schenck Department of Vocational-Technical Teacher Education University of South Dakota at Springfield Springfield, South Dakota 57062 (605) 369-2218	Mr. Glenn Grosshuesch Department of Vocational-Technical Teacher Education University of South Dakota at Springfield Springfield, South Dakota 57062 (605) 369-2218

Site Coordinator	Assistant Site Coordinator
Dr. Curtis Finch 115 Lane Virginia Polytechnic Institute and State University Blacksburg, Virginia 24060 (703) 951-5812	Dr. John Hillison 207 Lane Virginia Polytechnic Institute and State University Blacksburg, Virginia 24060 (703) 951-6836
Dr. Raymond A. Dannenberg Vocational Director College of Applied Sciences Western Michigan University Kalamazoo, Michigan 49008 (616) 383-0953	Dr. Charles G. Risher Industrial Education Department Western Michigan University Kalamazoo, Michigan 49008 (616) 383-4062
Dr. Alberta D. Lansdowne Division of Occupational Education Westfield State College Westfield, Massachusetts 01085 (413) 568-3311 Ext. 278	Mr. Fred Swan 91 Stoney Hill Road Amherst, Massachusetts 01002 (413) 568-3311 Ext. 278

STATE EPDA COORDINATORS PARTICIPATING IN SECOND PHASE PBTE INSTITUTE (1976-77)

Ms. Ruth Stovall
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Montgomery, Alabama 36130
(205) 832-3285

Mr. Sidney Cohen
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Hartford, Connecticut 06115
(203) 566-4861

Dr. Mary Jenet Penrod
Personnel Development Coordinator
State Department of Education
16th Floor
120 West Market Street
Indianapolis, Indiana 46204
(317) 633-4841

Dr. Geraldine Schermoly
Personnel Development Coordinator
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Mr. Robert Spillman
Personnel Development Coordinator
Bureau of Vocational Education
Capitol Plaza Tower
Frankfort, Kentucky 40601
(502) 564-3096

Mr. John P. Morine
Personnel Development Coordinator
Division of Vocational-Technical Education
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111
(617) 727-8140

Ms. Linda Letwin
Personnel Development Coordinator
Division of Vocational-Technical Education
State Department of Education
P.O. Box 928
Lansing, Michigan 48904
(517) 373-8626

Dr. George Boroff
Personnel Development Coordinator
Division of Vocational-Technical Education
State Department of Education
Capitol Square Building
St. Paul, Minnesota 55101
(612) 296-2421

Dr. Arthur Ellum
Personnel Development Coordinator
Division of Vocational-Technical Education
State Department of Education
Concord, New Hampshire 03301
(603) 271-2723

Dr. Roger Labodda
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Santa Fe, New Mexico 87501
(505) 827-2297

Mr. James McCann
Personnel Development Coordinator
Grants Administration Unit
State Department of Education
Albany, New York 12204
(518) 474-5705

Mr. V. B. Hairr
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Raleigh, North Carolina 27611
(919) 829-3001

Dr. Darrell Parks
Personnel Development Coordinator
Division of Vocational Education
State Department of Education
907 Ohio Department Building
65 South Front Street
Columbus, Ohio 43215
(614) 466-3430

Dr. Zed DeVaughan
Personnel Development
State Board for Vocational Education
4024 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Mr. Kenneth Swatt
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Box 911
Harrisburg, Pennsylvania 17126
(717) 787-4482

Dr. Edward J. Medeiros
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Providence, Rhode Island 02908
(401) 277-2691

Mr. Laurel Iverson
Personnel Development Coordinator
Division of Vocational Education
222 West Pleasant Drive
Pierre, South Dakota 57501
(605) 224-3423

Dr. Leo Schreiner
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Austin, Texas 78701
(512) 475-6205

Dr. Jed W. Wasden
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Salt Lake City, Utah 84111
(801) 533-5371

Ms. Maude Goldston
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Richmond, Virginia 23216
(804) 786-2656

APPENDIX G

Slide/Tape Script on the Role of the Resource Person Using The Center's Performance-Based Teacher Education Materials

Page 1 of 6 Pages

Slide	Audio
ack slide 1 2,3,4,5	(Start tape) If you are using the slide/tape manually, then advance it four times during the introduction music.
6 7 8	**PRO. PET**: How bad can a school year be? It's not even November and it seems like I've been looking at this group of students for years./ It usually doesn't seem like that until at least December!/ It's this new program. . . performance based teacher education. Performance based . . . Hah!! Ringling brothers couldn't get some of these students to perform!/
9 10 11	P-B-T-E seems like a good idea but something is sure wrong. I don't like it . . .they don't like it . . .and they don't like me!/ That's an understatement! It was bad enough when they called me Professor Rockhead behind my back. . .now they're passing around a petition to force me into early retirement./ I don't think the admininstration would make me take early retirement. . .not at age thirty-eight!/
12	Well. . .as I often say in some of my most brilliant lectures. . . "Drastic situations call for drastic action." Maybe I'd better see what some of the other instructors think of P-B-T-B./
13	**Reggie**: Well. . .I'll be darned. . .Professor Petstone! I haven't seen you around here lately. Say. . .I'm sorry about that petition I signed the other day. You know how the kids are always passing something around./
14	**Prof. Pet**: Gee. . .things are bad! It's just a mild reaction to P-B-T-E. . . Reggie. How are you getting along with it?/
15	**Reggie**: Great! It's fantastic. . .the students love it and it really gives you a chance to work with your students individually./
16	**Prof. Pet**: But don't your students resent having to do all the PBTE modules on top of their other classwork?/
17	**Reggie**: On top of. . .? Wait a minute, professor. Are you still using all of your old lecture notes and the P-B-T-E materials? No wonder those petitions are as hot as lottery tickets around here! Let's think a moment about what performance based teacher education really is!/
18	**Reggie** (continues): P-B-T-E is a new ballgame, professor, and it takes a knowledgeable and competent professional educator to make it work./

Slide	Audio
19	The key to P-B-T-E is dealing with individuals. . ./
20,21,22	Guiding. . ./Interacting. . ./Evaluating. . ./ working with individuals
23	who are developing their teacher competencies./ You are the person who
24	must individualize and personalize the P-B-T-E program./ It's new to them
	also, professor, and, as their resource person, you are the one they
25	will look to to make P-B-T-E work for them!/
Advance projector	
every 5 seconds,	
fourteen times.	(music break - "Teach Your Children Well")
26,27,28,29,30,31,	
32,33,34,35,36,37,	
38	Prof. Pet: Oh Boy! Have I been off base! I thought you just passed out
	a couple of those skinney booklets to each student and let them do the
39	work themselves. This is going to be more work than I thought!/
	Reggie: You're right about that professor! You actually have three very
	important jobs as a resource person. That of an advisor to explain
40	P-B-T-E and help your students select an individual program. . ./ That
	of a helper to facilitate students' progress by answering questions and
41	making materials and teaching situations available to them/ and that of
	an evaluator providing students with feedback on their learning experiences
42	and assessing their performance in actual teaching situations./
	Prof. Pet: I'll bet that if I did all of that I could turn out some pretty
	good teachers! But what about my in-service teachers, Reggie? Can I
43	make P-B-T-E work for them?/
	Reggie: In in-service programs, P-B-T-E has some special challenges but
	it has some advantages too. Although it is generally more difficult for
	the resource person to meet with in-service teachers who are off-campus,
44	it can be arranged through careful planning./ I meet with my inservice
	teachers during evening office hours; I make visits to their classrooms
45,46	as often as I can;/and I maintain phone contact./ You may also be
47	able to find someone in their school who is qualified/or who can be
48	trained to act as a field resource person/such as a supervising or
49,50	cooperating teacher/or other staff development person./ Of course, since
51	in-service teachers are already in an actural school situation/ they
52	often can make more immediate applications of their learning experiences/
53	and can more readily complete the final experiences/which call for
54	demonstrating their ability in an actual school situation./
	Speaking of the final experiences in the modules. . .how did you
55	plan to handle the actual school situations, professor?/
	Prof. Pet: Well. . .Uh. . .actually I was going to. . .Uh. . .kind of
	fake it a little. You know. . .the old simulation trick. But I guess
56	I'm not supposed to do that./

Slide Audio

Reggie: You don't need to fake it professor. With good planning your
pre-service students can perform their final experiences for the
57 modules in planned teaching experiences before or during student teaching./
The important thing is that they have the opportunity to demonstrate their
ability in an actual school situation. This may cause you to change
58 your approach to grading but this can be worked out with the administration./

Reggie (continues): I give my students a grade for the course based
59 on their work up to the final experience./ Then later I give them a
separate grade for student teaching based on their performance in the
actual school situation. There are a number of ways it can be worked out.

60 Say. . .here comes Penny. . .she can tell you a lot about handling
P-B-T-E!/
61 Penny: Hi, Reggie. . .Hello, professor!/
Reggie: Hi, Penny. . .maybe you can help us out. I've just given
62 Professor Petstone a bad case of "present shock."/
Penny: Oh. . .did he finally hear about those early retirement petitions
63 that have been floating around here?/

Reggie: No. . .it's P-B-T-E. He's just now finding out what it's
64 all about. You're doing pretty well with P-B-T-E aren't you, Penny?/

Penny: Sure. . .it's great. There's a lot of work to it, but you really
65 feel like you're helping people become good teachers./

I think the important thing is to get students well oriented to
66 P-B-T-E when it is first presented to them./ You have to make sure they
67 understand that P-B-T-E is a different educational concept./ I use
the student guide to go over the basic concepts with them on the first
68 day./
Prof. Pet: Oh Boy. . .I remember those student guides. I'm using a
69 whole box of them to prop open my office window./
Penny: You'd better find something else for that, professor. The
student guides explains to your students how they can get the most
70 out of P-B-T-E./ It includes a module worksheet which can be used to
71 help them keep track of their progress through a module/and a personal
72 progress record which can be used to record their completion of several
modules./

You also must make it clear to students that they may not need to
73 take every one of the modules in their program./ If they have experience
in a subject, they can "test out" of a module by demonstrating their
74 competence in the final experience./ Even the number of learning
experience that need to be completed within a module is flexible depending
75 on the experience a student may have acquired previously./

Slide	Audio
76	Reggie: I've also discovered that individual conferences are important./
77	That's where most of my real teaching occurs./ I try to be available
	to my students at least an hour or two a day. That way. . .whenever
78	students want to discuss a learning experience,/ they know that all
	they have to do is sign up for a specific time on the schedule I have
79	outside my office./ These conferences take time, but by using some
	of the time I used to spend preparing for, and giving lectures, I find
	I can handle it.
80	Prof. Pet: All this on top of class time?/
	Penny: Class time? The way I handle it, attendance is required only
81	once a week when we have a large group presentation,/ or a discussion
82	to take care of common concerns./ I schedule open periods at other times
83	when students can work individually/or with other students.
	Reggie: Another way to help students progress through the modules is
	to make sure that all written work is returned to the students promptly.
84	That way I don't hold up their work./ I also arrange small group
85	discussions for students taking the same module/ and encourage their
86	participation./ It's amazing how helping them get together in small
	groups to discuss the learning experiences makes it not seem like work
87	at all./ They really get into some serious discussions about the material
88	covered by the modules./
	Prof. Pet: Individual conferences. . .small group discussions. . .
	students working on different modules. . .how do you keep track of it
89	all? You must sign up for computer time!/
	Reggie: It's not that bad, Professor. But you haven't even heard all
	of it yet. Don't forget that you need a procedure for keeping track of
90	each student's progress through the modules./ It sure helps to have a
91	few charts./ You also need to make sure that all of the necessary
92,93	materials are available to the students/. . .slide projectors/. . .
94,95	video tape equipment./ A sign up chart is a must there./ And on top of
96	all of that, there are optional materials suggested in many modules./
	Penny: That's right. . .one of the modules some of my students are taking
97	is "Organize the Vocational Laboratory."/ I not only ordered the
98	suggested optional materials/ but I found that I had some good material
99	from an earlier course I had taught./ I used that in a presentation . . .
100	you would call it a lecture, Professor./
	Prof. Pet: Great. . .I don't have to throw all my lecture notes away!
	Reggie: Didn't you arrange a field trip last week for the students
101	taking the lab organization module, Penny?/

Slide Audio

Penny: Yes, as part of that module the students are supposed to
102 evaluate the organization of an existing laboratory./ I knew of an
103 excellent instructor in textiles in a nearby school. . ./so I took
104 the students to visit her facility./ I went along so I could evaluate
105 their conclusions./ The students benefited from seeing an actual teaching
situation and the teacher was able to answer a lot of questions based
106 on her experience./ It was a lot more beneficial to them than just
reading about organizing a vocational lab or listening to me give another
107,108 lecture./ It was really a great trip! /
Prof. Pet: Hey! You know what is so great about P-B-T-E? I just
figured it out! The students will love me. . .no grading. . .you don't
109 have to fail anyone, ever!/
Reggie: I like your enthusiasm, Professor . . .even if it *is* misdirected.
110 I'm afraid you have *that* wrong, too./ Sometimes you have to *bite* the
chalk, so to speak, and if a student doesn't perform satisfactorly you
111 have to ask him or her to repeat a learning experience./ But there are
a couple of good aspects of P-B-T-E in that regard. First, because the
112 learning is *cumulative*. . .each experience building upon the last. . ./
113 you can spot student learning problems quickly/ enough to help the student
114 stay on track. . .and second. . ./because the objectives of each learning
experience are clearly stated in advance, a student usually knows if he
115 or she is performing badly as quickly as you do./

Penny: But remember, professor, in order to judge a student's progress
fairly you have to be completely familiar with the contents of each
116 module, just as the student does./

117 **Prof. Pet**: Since I'm going to be evaluating students' performance,/
one of you tell me the difference, please, between the terms in the
118 assessment forms. . .such as "good" and"fair", for starters!/
Penny: That's not easy. In fact, we've had faculty meetings to discuss
the meaning we should attach to each of these terms. . .and I didn't
119 see you at any of those meetings, professor!/

120 **Prof. Pet**: How was I to know you were going to do anything important?/

Penny: Well, I think this is all pretty important, Professor, and I
121 think you do to!/
122 **Prof. Pet**: Do you think it's too late for me, Reggie?/
Reggie: I don't think so, Professor. Penny and I will help you establish
123 a good P-B-T-E program./

Slide	Audio
124	Penny: Sure. . .we have to help you. If the students did force you to take early retirement at your age everybody around here would want it. Think what a mess that would be!/
	Prof. Pet: Well. . .I'd better start by getting those student guides out of my window. I guess I'll be seeing more of you two.
125	Reggie: See you later, Professor/ (Long Pause)
126	Well, Penny, do you think Professor Petstone will make it with P-B-T-E?/
127	Penny: Sure, Reggie, he can still learn. . . he's just a kid. . .only 38 you know./
128,129,130 Advance slide projector two times during music.	Reggie: Yeah. . .Funny. . .he looks older. . .doesn't he./
	(The End)

APPENDIX H

National Workshop Agenda
NATIONAL INSTITUTE FOR PERFORMANCE-BASED TEACHER EDUCATION
THE CENTER FOR VOCATIONAL EDUCATION

Objectives

Each participant will be able to:

1. Describe the concepts and rationale underlying the PBTE/CBTE approach to teacher education.
2. Describe the nature and use of modularized performance-based professional teacher education curricula.
3. Compare and explain the differences between PBTE programs and traditional programs of teacher education.
4. Explain alternative approaches for implementing preservice and inservice performance-based teacher education programs.
5. Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.
6. Design and make operational an appropriate teaching-learning design for implementing PBTE curricula components in their institutional setting.
7. Serve effectively in the teacher educator role as resource person, advisor, and evaluator.
8. Orient prospective and inservice teachers to their role and responsibilities in using performance-based curricular materials.
9. Evaluate the quality and effectiveness of performance-based materials in developing specified professional teacher competencies.
10. More objectively assess a teacher's ability to perform specified competencies in actual teaching situations.
11. Assist with the training of other vocational teacher educators and administrators who desire to implement PBTE programs.

WORKSHOP DAILY AGENDA

Tuesday, October 19, 1976

8:30 A.M.	Introductions Purpose of Workshop Introduction of Workshop Module - X-101
	PBTE - Concepts and Characteristics - State of the Art Highlights
	Case Study - Small Groups Critique and Discussion
10:00 A.M.	Break
	Slide/Tape Presentation - The Center's Performance-Based Curricula Program
	Orientation to The Center's PBTE Curricula - Research Base - Curricula Development and Testing Phase - Dissemination and Implementation Phase
	Review of Sample Module - Large Group
	Information on Center's PBTE Research - Optional
	Information on State of the Art of PBTE - Optional
	State of the Art Discussion - Optional
11:45 A.M.	Lunch - Utah Stars Room
1:15 P.M.	Review of Second Module - Individual and Small Group Questions and Answers
	Review of Other PBTE Materials - Optional
2:30 P.M.	Break
	Module Field Test Highlights - Large Group
	Mini-Module Exercise - X-101a
	Information on Field Testing and Revision of CVE's Modules - Optional
	Introduce "Resource Person Guide to Using Performance-Based Teacher Education Materials
4:45 P.M.	Adjourn

Wednesday, October 20, 1976

8:30 A.M. Slide/Tape Presentation - Role of the Resource Person in PBTE

Panel Discussion: Role of the Resource Person
(Panel of Experienced Resource Persons)
- Questions and Answers

10:00 A.M. Break

Symposium: Role of Students in PBTE
- Students Responsibilities
- Students Reactions

Summary: Role of Students and Resource Persons
- Questions and Answers

11:45 A.M. Lunch - On Your Own

1:30 P.M. Role-Play: Resource Persons and Students in PBTE - Small Groups

The Vocational Teacher Competency Profile

2:30 P.M. Break

Case Studies: Assess Needs of Preservice and Inservice Students in PBTE Program

Mini-Teaching Demonstration and Assessment of Final Experience

Introduce "Guide to the Implementation of Performance-Based Teacher Education"

4:45 P.M. Adjourn

Thursday, October 21, 1976

8:30 A.M. Implementing a PBTE Program
- Administrative Procedures
- Alternative Approaches

Panel Discussion: Implementation Experiences
(Panel of Experienced PBTE Users)
- Questions and Answers

10:00 A.M. Break

Summary: Implementation Procedures

Program Considerations: Small Group Discussion of Implementation Questions

11:45 A.M.	Lunch - Utah Stars Room
	Reports of Small Group Outcomes on Program Consideration - Questions
	Review of Descriptions of Established PBTE Programs - Optional
	Review of Final Reports of Last Year's Institute Sites - Optional
2:30 P.M.	Break
	Development of Departmental and/or Service Area Plans of Action - Small Groups
	Review of Plans of Action with Workshop Resource Persons
4:45 P.M.	Adjourn

Friday, October 22, 1976

8:30 A.M.	Planning the On-Site Orientation for Resource Persons - Who to Involve - When to Schedule - Developing an Agenda - Resources Needed
	Developing Tentative On-Site Orientation Plan - On-Site Orientation Module - Assignment of Responsibilities
10:00 A.M.	Break
	Review of Orientation Plans by Workshop Resource Persons
11:45 A.M.	Lunch - On Your Own
1:30 P.M.	Resolution of Remaining Questions
	Report of Institutional Plans
	Workshop Evaluation and Summary
3:00 P.M.	Adjourn Workshop

APPENDIX I

Final Reports

FINAL REPORT
OF THE
APPALACHIAN STATE UNIVERSITY

1. Major Activities and Accomplishments:

a. An awareness session was conducted, December 1, 1976. Present were 12 faculty or administrators and two members of the state department. Those attending included: Vice-Chancellor for Academic Affairs, Dean of the College of Fine and Applied Arts, Dean of the College of Business, Director of Instructional Development, Chairpersons of the Departments of Home Economics, Business Education and Industrial Arts and Technical Education.

b. The PBTE on-site workshop was held, April 1 - 2, 1977. In attendance were:

Dean, College of Fine and Applied Arts	- 1
Business Education	- 3
Home Economics	- 4
Industrial Arts	- 4
State Department	- 1
Site Coordinator and two associates	- 3
	16

2. Methods of Use:

The blending approach was used. That is, the modules were incorporated into existing teacher education courses such as Teaching Industrial Arts, Philosophy of Industrial Arts Education, and Demonstration Techniques. Modules were substituted for individual units within the existing course outline, or used to supplement the more traditional course instruction.

3. Problems and Successes:

a. Problems

The primary problem encountered in implementing the PBTE program was convincing faculty members to try the modules.

b. Successes

Following the on-site workshop, support for the program grew. Other faculty are now excited about the use of the modules.

4. **Future PBTE Plans and Activities:**

a. Institutional Plans

The university is committed to experimenting with a performance-based teacher education curriculum. Use of PBTE materials will expand into other subject areas. The College of Business has already begun exploring the materials and their application in their courses of study.

b. Related PBTE Efforts

Plans are to apply for participation in the new EPDA project concerning implementation of PBTE materials. A second workshop to train resource people is planned.

c. Payment for Materials

All materials are ordered from the university bookstore. Teachers are charged the cost of materials only and pay for them just as they would paperbacks and other supplemental materials.

d. PBTE Priorities Needing R & D

Supplemental materials (media and other materials to accompany and enrich the modules) need definite attention.

5. **Materials and Dissemination Activities:**

a. Materials Developed

None to this point; however, plans are being made through the University Center for Instructional Development to produce such materials.

b. Dissemination Activities

(1) News releases to local papers
(2) Articles in campus publications
(3) A one-hour presentation at the state-wide VTEC in Charlotte, October 19 and 20, 1977

FINAL REPORT
OF THE
BRIGHAM YOUNG UNIVERSITY

1. Major Activities and Accomplishments:

   a. The site coordinator and assistant site coordinator attended the national PBTE workshop held in Salt Lake City, Utah, September, 1976. Program plans were made to implement PBTE at the university.

   b. Department chairpersons and faculty of the vocational areas to be involved in the PBTE program were alerted to the upcoming activities.

   c. A presentation was made on November 1, 1976, before the university's Deans' Council (including 25 key university administrators) concerning the total program. Modules were distributed for their review.

   d. A meeting was held with the chairpersons of the departments to be involved. Plans were made for an awareness session and a resource person training workshop in December.

   e. The awareness session and resource person training workshop was held in December, 1976. All vocational supervisors were invited to the awareness phase of the program. All of those who would be directly involved in implementing the program remained for the full three-day session--50 attended the awareness program, and 13 the training session.

2. Methods of Use:

The course substitution or course translation approach was used. Series of modules that appeared to be similar to the present makeup of courses in the professional sequences were selected and substituted for the regular course work. All teachers using the modules were involved in student teaching at the time. Teachers worked at their own pace, being checked off by the college supervisor on the learning experiences prior to the final experience. The cooperating teacher acted as resource person for the final assessment. All modules for a particular course had to be completed if credit was to be given. Center data on time per module was used to determine the number of modules which would be equivalent to one semester hour.

3. Problems and Successes:

a. Problems

(1) Teachers complained that there was too much module work for the amount of credit given, and too much repetition in modules and overlap with other courses. In addition, they reacted negatively to working on their own.

(2) Many teachers tried to "short circuit" the modules by going directly to the evaluations, without success. Resource persons then had to send them back through the modules so that they could obtain the needed concepts and practice in the skills covered by the modules.

(3) Teachers often put off completing their module work until the end of the semester, leaving little or no time for interaction with their resource person.

b. Successes

(1) Notwithstanding teachers' reluctance to take more responsibility for their own learning, resource persons were very diligent in managing the learning process and working with teachers. As a result, it was felt that teachers did achieve the competencies more effectively.

(2) Setting up time schedules for module completion; removing the model answers from modules; and combining an oral examination with the written module feedback devices, helped to overcome some of the problems involved with lack of self-discipline on the part of teachers.

4. Future PBTE Plans and Activities:

a. Institutional Plans

Plans are to modify the modules to reflect the institution's unique needs, and to continue their implementation and use in the professional sequence. In addition, the education division is being encouraged to identify the competencies they will require, to eliminate duplication of effort in teachers' course work.

b. Related PBTE Efforts

None specified

c. Payment for Materials

Teachers were sold the modules outright. Those who did not wish to keep the modules (and who wanted a refund on them after use) were instructed not to write in them. "Clean" modules were accepted back for refund.

d. PBTE Priorities Needing R & D

(1) Some competencies may not require performance in the actual school situation.

(2) Checklists and assessment forms should be constructed such that teachers can self-evaluate without guidance of resource person.

5. Materials and Dissemination Activities:

a. Materials Developed

Some revision of assessment forms, and editing of modules to cut down on non-essential material, has been done.

b. Dissemination Activities

None

FINAL REPORT
OF THE
CENTRAL CONNECTICUT STATE COLLEGE

1. Major Activities and Accomplishments:

a. Display of PBTE Modules -- October 12, 1976

The modules were displayed on several tables for perusal by vocational teacher educators. Faculty members were invited to attend the display and review the modules; then, each selected one or two titles for student use in the next semester. Eleven teacher educators attended from industrial arts, business, trade & industrial and nurse teacher education.

b. PBTE Awareness Seminar -- January 12, 1977

Conducted a half-day seminar to orient vocational personnel within Connecticut to PBTE characteristics and Center-developed curricula materials. The seminar was attended by about fifty people. Participants included the Assistant State Director for Vocational Education, several state technical school directors, several state consultants for vocational service fields, industrial arts teachers, occupational and career education coordinators and teachers, as well as several vocational teacher educators.

c. Resource Person Training Workshop -- January 13, 1977

Conducted a full-day workshop to prepare resource persons to use Center-developed modules. Eight participants were involved in the workshop; all were teacher educators. Some of the participants were unable to attend the entire workshop. Individual follow-up training was given these persons.

d. Teacher Feedback on PBTE Modules -- May, 1977

As teachers completed modules, each was asked to complete a short questionnaire about module use. In general, teachers responded positively to the modules; several commented that the information sheets were the most favorable parts of the modules. This was the first exposure to modularized instructional material for nearly 75% of the teachers who participated in this try-out experience.

e. Summation Seminar for Resource Persons -- May 19, 1977

At the close of the semester, the site team held a meeting of the nine faculty members who had served as resource persons. Purpose of the meeting was to share and discuss experiences on the try-out of the modules. Summaries of the teacher feedback questionnaires were also reviewed and discussed. Faculty reactions were generally positive to module design and use. Faculty were encouraged to continue and expand use of the modules within their courses.

2. Methods of Use:

The blending approach was used. One or two modules were integrated into the existing structure of selected teacher education courses, including Occupational Analysis and Materials Preparation; Curriculum Construction in Vocational Education; Supervised Student Teaching for Nurse Education; Evaluation in Vocational Technical Education; and Shop Organization and Management.

3. Problems and Successes:

a. Problems

(1) Some faculty who wished to use the modules could not attend all of the resource person training workshop. Extra time for individual meetings prior to module use was required.

(2) Teacher access to resource materials for off-campus courses presented problems. Classes were held where there was no library or resource center for storing of resource materials. The burden was on the resource person to carry materials to the meeting site and charge them out to teachers.

(3) Completion of the final learning experience was difficult or impractical to accomplish in many cases, due to the lack of field resource persons to work with inservice teachers. In most cases, college-based teacher educators were used to make the final teacher performance assessment, and this presented management problems.

b. Successes

The try-out of the modules exposed teacher educators and teachers to the concepts of individualized instruction and self-pacing in vocational teacher education.

4. Future PBTE Plans and Activities:

a. Institutional Plans

The continued use of PBTE materials is at the discretion of the individual faculty member. A unified thrust to move the entire teacher education program to a performance-based approach has not been put forth.

b. Related PBTE Efforts

Some planning has taken place to conduct a workshop for advisors of VICA utilizing PBTE modules.

c. Payment for Materials

If modules are used in conjunction with a course, the teacher purchases the materials. In the case of special workshops, PBTE modules probably will be purchased through grant funds through the state department of education.

d. PBTE Priorities Needing R & D

(1) An abbreviated approach to training resource persons is needed. Possibly some form of self-instructional materials would be effective, such as videotapes or written programmed instructions.

(2) The final experiences of the PBTE modules are extremely time consuming to administer and impractical to do in many cases. Alternate ways to assess performance without observing in the actual school situation should be developed.

5. Materials and Dissemination Activities:

None specified

FINAL REPORT
OF THE
CENTRAL STATE UNIVERSITY

1. Major Activities and Accomplishments:

a. On October 26, 1976, An orientation awareness training meeting was held at Central State University (C.S.U.). Those attending included the CSU vocational staff, including graduate assistants (1); Oklahoma State vocational staff personnel (3); two Deans; two chairpersons; and six other members of the CSU staff.

b. On January 7, 1977, a resource person training session was held just after receiving The Center's PBTE resource training materials. Members attending included vocational staff personnel (6), graduate assistants (5), Deans (2), chairpersons (2), and other C.S.U. staff members (10).

c. On February 15, 1977, field resource person training was given to student teaching coordinators.

d. On May 13, 1977, the possible application of the PBTE modules in the field-based adult education program was presented to the Adult Education Advisory Committee for the vocational department (approximately 16 in attendance).

e. On June 13-14, 1977, the on-site workshop was conducted at Central State University. The workshop was divided into two phases--Phase I was an in-depth awareness session attended by the Academic Vice-President, several Deans, chairpersons, and faculty members of Central State University (attendance 35). Phase II was designed to prepare resource persons (attendance 8).

f. On August 26, 1977, a second resource person training workshop was conducted at Central State University for resource persons supporting the new HOE teacher orientation program (12 persons attended).

2. Methods of Use:

Modules were used in such courses as Methods of Teaching HOE and Organization and Administration, and in individual study courses, practicums, and student teaching. Exact method of use was not specified.

3. Problems and Successes:

a. Problems

(1) Limited availability of published modules was a problem. Several agencies preferred to wait until the modules were available to initiate awareness presentations. Having only one module for the department (except those ordered specifically for class) limited the scope of modules available for group activities and exploration.

(2) Some resource persons for off-campus student teaching activities were unable to attend scheduled awareness and resource person training sessions.

(3) Student teachers were not expecting PBTE modules as a part of their student teaching requirements; individual study students were not acquainted with the modules and hesitated to use the limited selection of modules available.

(4) The time and travel required for scheduling and assessing on and off-campus final classroom performances proved to be extremely difficult.

(5) Distributive education student teachers encountered a conflict in scheduling final performance assessments. The cooperating secondary teachers and the university schedule classroom activities only during the mornings.

b. Successes

(1) The availability of modules from the publisher will alleviate many problems.

(2) A graduate assistant was assigned to cover part of the final performance assessments. Videotaping was used by off-campus teachers for some of the final performance assessments; the tapes were sent to the university for evaluation.

4. Future PBTE Plans and Activities:

a. Institutional Plans

(1) Plans are to continue using the PBTE modules in the courses in which they are presently being used.

(2) Resource person and awareness training will continue.

b. Related PBTE Efforts

(1) Plan II Instructional was added to the B.S. in allied health education. A practicum field-based educational experience, utilizing PBTE modules (four semester hours), replaced part of the student teaching requirements. This enabled hospital inservice educators to complete degree requirements while remaining on the job, without requiring a nine week, full-time student teaching experience. The plan is a positive step towards an educational field-based delivery system so needed in health occupations education.

(2) The use of PBTE materials made possible "The Oklahoma HOE New Teacher Orientation Proposal." The proposal, now in progress, provides for a minimum of contact time between the teacher educator and new teachers and relies on PBTE modules and designated experienced teachers to serve as resource persons.

(3) Research is being conducted to identify the 10 most essential competencies needed by new HOE teachers, and alternative strategies for delivering these competencies.

c. Payment for Materials

Arrangements have been made for the CSU bookstore to order all PBTE materials as they become available and sell them to the teachers. Limited copies have been purchased through the School of Education library fund for the university's library.

d. PBTE Priorities Needing R & D

(1) The current system of determining full-time equivalent faculty loads encourages the lockstep traditional system, making the implementation of the individualized PBTE concept difficult. A structure to equate resource person responsibilities within that system (and give appropriate rewards) is needed.

(2) A training module to introduce the format and use of modules is needed.

(3) Successful delivery strategies for PBTE need to be disseminated to those concerned with implementing PBTE.

5. Materials and Dissemination Activities:

a. Materials Developed

Several final experience performances were videotaped. Plans are to use these tapes to demonstrate PBTE in action, and to support the ongoing awareness training.

b. Dissemination Activities

On March 17, 1977, the assistant site coordinator introduced the concept of PBTE on statewide teleconference to hospitals in Oklahoma (approximately 80 stations). The teleconference system is used extensively for hospital inservice education as a medium for continuing education units required by some hospital professions. The PBTE materials could be adapted to this medium.

FINAL REPORT
OF THE
CULLMAN COUNTY AREA VOCATIONAL CENTER

1. Major Activities and Accomplishments:

   a. A workshop was conducted for staff and Area Vocational Center instructors on the implementation of the modules in professional development.

   b. A conference was held in Birmingham, Alabama, April 11-14, 1977, for the Southeastern EPDA Region. Participants included EPDA coordinators, teacher educators, state staff, local directors, and Teacher Corps staff.

   c. A steering committee elected by the faculty of Cullman County Area Vocational Center selected 13 modules to be used for professional development this school year.

2. Methods of Use:

   Not specified

3. Problems and Successes:

   a. Problems

      There were problems with IHE acceptance.

   b. Successes

      Interns have successfully used the modules to satisfy both graduate and undergraduate requirements at the two universities.

4. Future PBTE Plans and Activities:

   a. Institutional Plans

      Plans are to use the modules in the certification of Teacher Corps interns, and in the professional development of Area Vocational Center instructors already certified.

   b. Related PBTE Efforts

      None specified

   c. Payment for Materials

      Not specified

d. PBTE Priorities Needing R & D

None specified

5. Materials and Dissemination Activities:

a. Materials Developed

A tracking chart and a course outline were developed.

b. Dissemination Activities

The Southeastern EPDA region conference in Birmingham, Alabama, April 11-14, 1977, created awareness of the PBTE effort.

FINAL REPORT
OF THE
EASTERN NEW MEXICO UNIVERSITY

1. Major Activities and Accomplishments:

   a. The site coordinator and the assistant site coordinators attended the national PBTE workshop held in Columbus, Ohio, November 9-12, 1976.

   b. The PBTE on-site workshop was conducted on February 15 and 16, 1977, at Eastern New Mexico University, Portales, New Mexico. A total of 30 school administrators and potential resource persons participated in the workshop. The first day of the workshop was spent on orientation to PBTE materials. On the second day, the entire session was devoted to the orientation of resource persons. Fifteen participants stayed over for the second day.

   c. On February 17, 1977, another orientation workshop was conducted for the state department of education personnel, vocational division, in Santa Fe. Seventeen participants were present, including two professors from other universities and three staff members from the Legislative School Study Committee.

2. Methods of Use:

   a. Modules were substituted for all or part of the regular course work in three courses: Student Organization in Vocational Education (Category H); Coordination Techniques in Cooperative Education (Category J); and Introduction to Vocational Teaching (Category A).

   b. Modules were used for a workshop on utilization of advisory committees conducted on August 18 and 19, 1977, by the Albuquerque Public Schools.

3. Problems and Successes:

   a. Problems

      (1) Final evaluation of preservice teachers in the actual school situation was difficult.

      (2) Evaluating a teacher's actual school performance in developing and demonstrating a personal philosophy was particularly difficult.

b. Successes

Motivation and enthusiasm were high during the entire semester; teachers were challenged to demonstrate their competence.

4. Future PBTE Plans and Activities:

a. Institutional Plans

PBTE modules will be used in future course offerings for vocational technical teachers in New Mexico. A plan for inservice training for new teachers in vocational education on an individual basis will be implemented, beginning with the Fall semester, 1977. The teacher educators in various areas will act as resource persons and also make the final evaluation.

b. Related PBTE Efforts

More workshops will be planned to orient vocational administrators and teachers. The State of New Mexico has adopted a plan of competency-based components for initial vocational certification which will go into effect in 1982. A workshop is scheduled in Albuquerque, September 13-14, 1977, to explain this plan to the local school administrators. As part of this workshop, PBTE modules will be explained.

c. Payment for Materials

The vocational education division of the state department of education has allocated $1500 for the purchase of the PBTE modules. Another $1500 have already been spent for the purchase of three complete sets and selected modules of different categories.

d. PBTE Priorities Needing R & D

More audiovisual aids are needed for some modules.

5. Materials and Dissemination Activities:

a. Materials Developed

Transparency masters were developed for the orientation workshops.

b. Dissemination Activities

The orientation workshop was publicized in a vocational education news release by the state department of education.

FINAL REPORT
OF THE
EPD CONSORTIUM D

EPD Consortium D is an interagency cooperative and, as such, has been involved with PBTE implementation in institutions with teacher preparation programs across the State of Texas. The following information relates to the institutions that have filed final reports with the Consortium as well as to the Consortium's activities. Sites are specified within this report only as deemed necessary for clarification.

1. Major Activities and Accomplishments:

   a. EPD Consortium D was granted funding as of July 1, 1977, for a vocational personnel improvement project. Among the objectives of the project are several relating to the implementation of PBTE. Project activities have begun, and at this point, have included purchase of several complete sets of PBTE modules and extensive planning for PBTE implementation in the state.

   b. One person in the vocational industrial teacher education program at Southwest Texas State University has received resource person training. This person gave PBTE awareness training to one additional faculty member of the staff. These two persons were involved in the use of the PBTE materials used in the program.

   c. Two instructors at the Texas Engineering Extension Service of the Texas A & M University System received resource person training at the Spring, 1977, Consortium D workshop for vocational teacher educators. Upon return to campus, a comparative study was initiated to determine similarities and discrepancies between PBTE and existing vocational industrial teacher education courses. An awareness program was conducted for all vocational industrial teacher educators within the division. The full PBTE curriculum was explained along with the results of the comparative study.

2. Methods of Use:

   The methods of use of the modules varied with the institutions involved.

   a. At Southwest Texas State University, two modules were used in a pilot or trial situation in certification courses during the summer. Module E-7, Assist Students in Developing Self Discipline, was used in the course Shop and Classroom Organization and Management. Most of the students were preservice teachers. Module A-5, Maintain an Occupational Advisory Committee, was used in the course Problems in Cooperative Training; most of the students in this course were inservice teachers. Both courses were for college credit with both graduate and undergraduate members. The work on the modules constituted a part of the teacher's total grade. The modules were used to reinforce other information in the same areas presented from lesson plans used in the courses.

b. At East Texas State University, modules were used as extra assignments in an on-campus workshop, Evaluation in Vocational Education. In addition, teachers used modules in connection with independent study done at the home campus of El Paso Community College. Three "A" Category modules in program planning were equated to three semester hours.

c. At Texas Woman's University, Module B-6, Prepare Teacher-Made Instructional Materials, was used during a state agency-sponsored workshop for inservice child care teachers. In addition, modules from the B, C, and D categories were used in the course Instructional Strategies and Tactics. Ninety hours of module work, including 45-52 hours with the resource person, were awarded three hours of graduate credit.

d. At Texas A & M University, the list of competencies and module objectives was used as a guide for improving or updating vocational industrial teacher education courses.

3. Problems and Successes:

a. Problems

(1) At Southwest Texas State University, teachers felt that a totally module-based teacher education program would become monotonous.

(2) At Texas A & M University, two concerns were voiced. First, the restrictive time limits of the traditional course structure interfere with the self-pacing aspect of modularized instruction. Second, for preservice use, lack of actual school situations makes performing the final experience in a real setting impossible.

(3) Wayland Baptist College had difficulty acquiring materials as needed.

(4) Texas Woman's University indicated a need for an additional copy of the Teacher Performance Assessment Form with each module. In addition, at this point there is no framework for providing structured or required course work for beginning postsecondary health occupations education teachers.

(5) At East Texas State University, module activities were occasionally difficult to complete due to limited resources on students' home campuses.

b. Successes

Southwest Texas State University indicated that the modules were helpful in reinforcing the regular course instruction. They provided variety as a new approach or technique to presenting information. They were also helpful in working with the teachers on an individual basis. The teachers using the modules indicated they enjoyed the work they did and the information they gained from the module study.

4. Future PBTE Plans and Activities:

a. Institutional Plans

(1) At North Texas State University, courses will be revised to incorporate PBTE modules during the Fall semester, and a resource center will be developed.

(2) At Southwest Texas State University, plans have been made to incorporate some additional PBTE modules in courses in the months ahead to supplement the instructional content. Each module will be evaluated as to its effectiveness before including it. Also, teacher learning and acceptance of this type instruction will be evaluated. The PBTE modules currently being used in certification courses will be further tested, and additional modules will be selected for use in the 1978 summer program.

(3) At Wayland Baptist College, the administration is receptive to the PBTE concept. However, as a private institution, the college must seek the most cost effective method for implementation of all programs. Presently, the institution is involved in additional study to determine the

initial costs and the possibility of having a more effective program with the use of PBTE materials.

(4) At Texas Woman's University, courses will be identified in which modules are appropriate; modules will then be used as an alternative methodology for course completion. Teacher educators in health occupations and child development have acquired modules for use in the Fall semester. A workshop using PBTE materials for child care occupations teachers will be provided in January, 1978.

(5) At East Texas State University, plans include mediating some modules for use in the post-secondary teacher education program. In addition, modules will be used in independent studies and workshops on community college campuses.

b. Related PBTE Efforts

None specified

c. Payment for Materials

(1) At Southwest Texas State University, teachers will be asked to pay for materials used in their courses.

(2) At Wayland Baptist College, currently, the institution is not sure that the materials will be used due to the costs involved. The institution is seeking funding to cover the cost of PBTE materials should the decision be made to implement PBTE.

(3) At Texas Woman's University, as in the past teachers will be expected to purchase their own modules. However, there is concern that the module costs are too high, and, therefore, cost should be moderated in some way.

d. PBTE Priorities Needing R & D

(1) More service area-specific examples are needed, perhaps in the form of supplementary materials for teachers having difficulty translating the information provided into the language of their own service area.

(2) More resource materials are needed to accompany the modules.

(3) More experience-based activities are needed as opposed to cognitive activities.

5. Materials and Dissemination Activities:

a. Materials Developed

None

b. Dissemination Activities

None other than those reported herein.

FINAL REPORT
OF THE
INDIANA UNIVERSITY

1. Major Activities and Accomplishments:

   a. In cooperation with Purdue University, a two-day workshop for Indiana teacher educators and state vocational staff was conducted, January 18-19, 1977. Awareness and resource person training activities were scheduled and participated in by approximately 90 persons.

   b. A resource center for home economics methods students was set up.

2. Methods of Use:

   Modules were incorporated into the regular course work in health occupations education and home economics education. Teachers worked independently and in small groups, generally. On occasion, large group activity facilitated independent work and provided encouragement for completing module work. A vocational education course in coordination utilized the J series. An inservice instructor for approximately 13 inservice teachers allowed the teachers to select the modules they found to be most relevant to their needs. For preservice classes, the final evaluation in a real school situation was not attempted.

3. Problems and Successes:

   a. Problems

      The site experienced difficulty in generating enthusiasm for and commitment to the new PBTE program among faculty and administration, partially because teacher certification requirements had to be revamped for the State of Indiana during the year.

   b. Successes

      The teachers seemed to have a positive attitude toward the modules they used. In addition, the site coordinator is receiving many inquiries about the availability of modules from persons throughout the state involved in teacher education.

4. Future PBTE Plans and Activities:

a. Institutional Plans

In proposing a new course to meet certification guidelines, the interdepartmental committee chose to incorporate some of the CVE modules in the course plan and bibliography. The baccalaureate level course deals with implementation of vocational education in local education agencies by teachers of vocational subjects. The College of Arts and Sciences and the School of Education both have curriculum committees which must pass on the course proposals. They have not yet had an opportunity to evaluate the proposals and ask for any further clarification or justification.

b. Related PBTE Efforts

A proposed supervising teacher conference has been cancelled due to lack of time for planning.

c. Payment for Materials

The institution will expect teachers to pick up the cost of modules as they would expect them to pay for required textbooks.

d. PBTE Priorities Needing R & D

None specified

5. Materials and Dissemination Activities:

a. Materials Developed

None

b. Dissemination Activities

(1) A news release to the *Indianapolis News*, January 5, 1977

(2) An article in *Chalkboard*, Summer, 1977

FINAL REPORT
OF THE
MICHIGAN STATE UNIVERSITY

1. Major Activities and Accomplishments:

a. On November 16, 1976, an awareness presentation was made to six vocational administrators in the Oakland Intermediate School District. The potential of the PBTE delivery system for personnel development activities at their four area vocational centers was explained.

b. On November 16, 1976, an awareness and planning session for implementing a five-year personnel development plan using the PBTE delivery system was held with five administrators of the Lapeer Intermediate School District.

c. Two PBTE awareness and course planning meetings were held, one in November, 1976 and one in February, 1977, with two administrators at the Sanilac Area Career Center.

d. In February, 1977, an awareness session and exploratory discussion was held with two administrators of the Saginaw Intermediate School District and Saginaw Career Center.

e. On February 17-18, 1977, a two-day awareness session and resource person training workshop was held. Twenty-six persons participated, including Michigan State University faculty in occupational and applied arts education and local administrators from Jackson and Lapeer Area Vocational Centers and Lansing Community College.

f. From March to June, 1977, follow-through meetings from the February workshop were held with faculty and administrators of the Lapeer, Jackson, and Lansing institutions. The PBTE plan was presented to the Joint Instructional Council at the Lapeer Center, and a set of 100 modules was ordered. The PBTE delivery system was discussed at the Jackson Center, and selected modules were ordered for the teachers' resource center. Implementing training for part-time instructors was discussed with Lansing Community College administrators.

g. In May and June, 1977, planning sessions were held with administrators and teachers of the Oakland Intermediate School District concerning the inservice implementation of PBTE modules in 1977-78.

h. In June and July, planning meetings were held with Ottawa Area Vocational Center administrators concerning the use of PBTE modules in inservice sessions with CBE faculty. A set of 100 modules was ordered for the Center.

i. In August, a presentation on PBTE and the use of modules was made at a CBE trainers "updating" session.

j. In July and August, sets of selected PBTE modules were ordered for the use of colleagues in courses on and off campus, thus expanding the Michigan State University resources.

2. Methods of Use:

a. The modules were used in four on-campus and nine off-campus courses and seminars with inservice teachers during 1976-77. Both the blending and the course substitution approaches were used. That is, in some cases, selected modules were used to achieve certain course objectives or to supplement the learning activities, with the bulk of the course comprised of traditional instruction. In other cases, modules were used as the primary instructional mode. Modules were used in such courses as Vocational Program Evaluation, Instructional Materials in Vocational Education, and Problems in Vocational Teaching. A five-day seminar on improving instructional planning and delivery skills for part-time Highway Department instructors at Lansing Community College used selected modules to supplement the regular class work. A three-day seminar on performance testing for instructors of building trades apprentices used modules as the primary teaching-learning method.

b. Because of variations in course objectives, content, clientele, settings and in module make-up and utilization, no formula was developed for equating modules to credits. Generally speaking, from 4 to 5 modules are used in a three-credit course where PBTE modules are the main teaching-learning resource utilized.

3. Problems and Successes:

a. Problems

(1) The single most significant problem was actualizing the final learning experience—the necessity of actually performing or demonstrating the competencies before the resource person. With preservice persons the problem was one of logistics in arranging school sites for use when they

are needed. Often this must be postponed until student teaching is scheduled. Finding school sites becomes increasingly difficult as teacher unions further restrict the availability of school settings for preservice teacher education activities.

(2) With inservice teachers, the availability of the resource person was the problem. The university-based resource person has difficulty in reaching all the sites at appropriate times. Local resource persons need to be trained, and local resource centers developed.

(3) Another problem was the necessity of predicting needs for specific modules and ordering them two to three months in advance. This led to the bookstore purchasing too many copies of some modules (which cannot be returned for credit) or not having modules on hand to meet training needs as they arise. One solution was to lay in sets of 25 each of the modules used most frequently. Although this was possible in 1976-1977 due to availability of certain funds, it is not likely to continue in 1977-78.

b. Successes

The PBTE system and curricula were deemed to be superior, an excellent alternative method for meeting predetermined staff development needs in various settings. The materials were particularly helpful with inservice teachers, working well with groups and with individuals. After reviewing other PBTE materials, the CVE modules were selected as the best for purposes of implementing programs for inservice personnel, and were used successfully.

4. Future PBTE Plans and Activities:

a. Institutional Plans

The project codirectors intend to continue to use the PBTE modules with inservice classes, and to continue to share them with colleagues and offer assistance. Plans are to improve the PBTE resources available to project staff and their colleagues.

b. Related PBTE Efforts

Plans are to train more field resource persons and to assist with installation of resource centers in field settings.

c. Payment for Materials

PBTE materials will be acquired in two manners. The bookstore will continue to purchase and stock modules as they do required text and instructional materials for any other course. (1) Teachers will purchase directly from the bookstore. (2) Sets of modules will be purchased from the bookstore by the department as external funds become available.

d. PBTE Priorities Needing R & D

The identification of teacher competencies should be reviewed and updated. Since nearly 10 years have passed since the CVE project began, a review of the original analysis for possible addition of new competencies and elimination of the old is in order. For example, vocational teachers using CBI need help in writing instructional modules. The current administrator competency project and CBI project at CVE are steps in the right direction.

5. Materials and Dissemination Activities:

a. Materials Developed

None

b. Dissemination Activities

The Vocational-Technical Education Service of the Michigan Department of Education is committed to competency-based education for all secondary and post-secondary programs. Their plans call for inservicing all vocational teachers in CBE by 1980 utilizing a course developed by personnel from Wayne State University. The course consists of five units: Program Goals, Performance Objectives, Objective Referenced Testing, Learning Activities, and Follow-up. Modules have been prepared, tested, and revised for each unit. Those who are familiar with the PBTE modules realize that certain PBTE modules match the Michigan modules, and that they can be used as substitutes or as supplementary materials. Two presentations were made to CBE teacher trainer updating sessions conducted by the VTES/MDE, in which these matches were highlighted and the trainers familiarized with PBTE modules.

FINAL REPORT
OF THE
NEW YORK INSTITUTE OF TECHNOLOGY

1. Major Activities and Accomplishments:

   a. On January 13, 1977, a day-long awareness workshop was held for four counselors of occupational education students and three members of the Department of Education. The following week, a one-day workshop for occupational education personnel in the field was held. Occupational education students are guided through their certification and degrees course planning process by N.Y.I.T. Student Services Department counselors. This briefing of these counselors was felt to be of utmost importance.

   b. Throughout the winter and spring, Department of Education faculty received continuing orientation to PBTE implementation plans and problems during Department of Education faculty meetings.

   c. On January 21, 1977, seventeen occupational educators from New York City, Nassau and Suffolk Counties attended a full-day workshop at New York Institute of Technology. The participants represented directors of occupational education major districts, key teachers' union representatives, and some members of our Occupational Education Advisory Council. These persons represented constituencies whose support and cooperation will be necessary for successful field implementation of PBTE.

   d. Throughout the winter and spring, the Dean of Education and the Coordinator of Occupational Education participated in a series of discussions with colleagues in the field regarding plans to receive increased numbers of students into the N.Y.I.T. program.

   e. The postponed two-day resource person training workshop was held on October 21-22, 1977. Twenty potential resource persons attended the two days of training. In addition, N.Y.I.T. R & D personnel; members of N.Y.I.T.'s college-wide Teacher Education Committee; the faculty chair of the Standards and Evaluation Committee; and members of the Occupational Education Advisory Council, attended the first day intensive awareness session.

2. Methods of Use:

   a. Modules were either substituted for, or blended into, regular course work in the following courses: Professional Development Seminar; Occupational Analysis; and Methods. In the Professional Development Seminar, the teachers and instructor selected needed competencies on the basis of a personal assessment derived from a professional autobiography, a consideration of the PBTE vocational teacher competency profile, and individual discussions. A minimum of six modules was required subject to modification depending on the complexity of the modules. Individual teacher presentations and instructor-led discussions complemented work on module requirements.

   b. In addition, modules were used for an independent study course, and with some student teachers.

3. Problems and Successes:

   a. Problems

      (1) Apprehension of some faculty that PBTE is nonhumanistic and "lock-step" (varying only as to the time an individual steps into or out of a fixed sequence of learning activities) interfered with full acceptance of the concept and use of the modules.

      (2) Assigning credit in courses based on module completion was a major problem. Having teachers keep track of hours spent failed, in that they inflated the time spent, and this system ignored the fact that not all time spent is of equal value. In addition, counting hours weakened the focus on competency development.

      (3) Student teachers may have different instructors for methods, field supervision, and the student teaching seminar. This created problems in coordinating efforts, particularly with regard to assessment of the final experience in the field.

      (4) There was a lack of space in which to locate a learning center.

      (5) A uniform record-keeping system was needed.

(6) Political issues related to the teacher education program market affecting student enrollment and availability of adjunct teachers was a major constraint.

b. Successes

(1) A generally positive and favorable response from teachers over the way the materials so effectively addressed the specific learning needs of individuals was a major strength of the PBTE effort. The materials enabled instructors and teachers to think through and identify individual teachers' learning needs. The way the materials are organized, with regard to enabling objectives and learning activities to accomplish competencies, facilitated precision in diagnosis and prescription for improvement and assessment of teaching skills.

(2) Teachers became more active learners, and took more responsibility for their professional growth and development. Faculty were enabled to become facilitators of that growth.

(3) Adoption and adaptation of the basic teaching competencies and categories identified by the CVE PBTE program was an important step in developing the competency-based teacher education proposal filed with Albany in the spring of 1977, and was a major PBTE accomplishment for the year.

4. Future PBTE Plans and Activities:

(a) Institutional Plans

Plans are to identify and incorporate appropriate modules into all of the occupational education courses. The adjunct instructor who has been primarily responsible for teaching Methods and Occupational Analysis has agreed to incorporate these materials and adapt his teaching accordingly. The same is true of another adjunct instructor who has been primarily responsible for teaching Education Foundations to the adult, weekend occupational education students.

With the currently registered teacher education program for occupational education teachers still in effect until 1979, plans now are to incorporate relevant materials into as many courses as possible. This, then, will provide the base from which to further refine the curriculum as part of field-based consortia efforts and the development of the mandated 1979 program submission.

The CVE materials are seen as having good potential for helping both to explain the program generally and work with adjunct resource persons as the field-based programs are developed. The materials will permit clear explication of competencies, program goals, teaching activities and assessment procedures. They provide the means of implementation of PBTE.

The intention is to preserve a common core of courses that will serve equally well the academic art and business teachers as well as occupational education teachers, that is, to maintain shared courses to the extent possible. The existing courses should be modified to meet the interests of both groups to their benefit.

b. Related PBTE Efforts

(1) A consortium for development of a competency-based Masters degree for vocational educators was formed with a Suffolk County LEA and teachers' union. Competencies to be developed for this program will articulate with the undergraduate program.

(2) During the 1976-77 academic year, an EPDA minigrant to develop a core of career education competencies to be infused into the teacher education program was received. As a first step, knowledges and skills desired were identified. Three one-day workshops were conducted during the year for Department of Education faculty, Student Services staff and current student teachers. These will probably be run again this year, and decisions made as to where, when, and how to infuse the career education knowledges and skills into regular courses while refining objectives, activities and evaluation procedures.

(3) During the 1976-77 year in cooperation with the SUNY and C. W. Post College, an EPDA funded, three credit (graduate and undergraduate credit) inservice course was conducted for forty occupational and special

education teachers around issues of meeting the special needs of students in occupational education classrooms. The course will be repeated this year; the use of modules B-2 and C-18 is being considered.

c. Payment for Materials

The N.Y.I.T. business office ordered and paid for last year's order. Pending accomplishment of transfer of this function to the bookstore, the Education Department has handled student payment to the college. The bookstore shortly will assume the function of ordering and selling the materials.

d. PBTE Priorities Needing R & D

(1) A basic core for preservice and inservice teachers should be identified.

(2) The modules that cover the competencies included in each of the education courses should be identified.

(3) A better system for allocating credit based on module completion should be developed.

(4) Beyond a basic core of required courses, the feasibility of establishing a series of small, flexible professional development seminars with sequenced competencies to be pursued over time should be explored. When combined with classroom assessment, achieving these competencies would be tantamount to satisfying the supervised teaching requirement. (The smaller numbers presumably could make classroom assessments possible.)

(5) Alternative field experiences for preservice teachers, starting early in the teacher's course of study, should be developed.

5. Materials and Dissemination Activities:

a. Materials Developed

None

b. Dissemination Activities

None

FINAL REPORT
OF THE
OHIO STATE UNIVERSITY

1. Major Activities and Accomplishments:

a. PBTE resource person training and awareness workshops were held three times for faculty members and graduate students from the following departments: agricultural education, home economics education, industrial technology, and vocational-technical education (including business education, distributive education, and trade and industry). The workshops were held on December 20-21, 1976 (15 participants); January 5, 1977 (10 participants); and February 28, 1977 (15 participants).

b. A resource person training workshop was held on June 1, 1977, for the Ohio trade and industry state staff and the T & I faculties from the following institutions: Cleveland State University, Kent State University, University of Toledo, and University of Cincinnati. A total of 27 persons participated.

c. Faculty meetings were held throughout the year to discuss PBTE, plan for its implementation, and discuss success of and problems encountered with the use of modules.

2. Methods of Use:

Modules were blended into the existing course structure and/or used as supplementary material in such courses as Methods of Teaching Distributive Education, Cooperative Vocational Technical Education Programs, and Occupational Analysis. Some modules were also used during student teaching.

In industrial technology, where modules were used for individual studies and student teaching, course credit was adjusted to the module time requirement. In vocational-technical education, a ratio of four modules to three quarter hours of credit was used.

3. Problems and Successes:

a. Problems

(1) One department had a problem with securing modules when needed.

(2) Arranging for the final experience in an actual school situation was sometimes difficult.

(3) Some duplication among modules was noted, making their completion unnecessarily time-consuming.

(4) Some preservice teachers lacked interest in or commitment to using the modules. Higher motivation was evident in inservice teachers.

(5) Determining a feasible number of modules to require in a course was sometimes difficult.

(6) More resource person time was required to work with teachers taking modules than was originally estimated.

b. Successes

(1) Modules were found to be well organized, and the assessment forms were considered strong.

(2) The availability of needed information in a succinct form when in the actual teaching situation was a major strength.

4. Future PBTE Plans and Activities:

a. Institutional Plans

The Ohio State University faculties that have participated in this implementation of PBTE plan to continue using the modules. A letter has been sent to Dr. James Hamilton at The Center for Vocational Education, The Ohio State University, Columbus, Ohio, expressing the desire of the faculties to become one of the fifteen dissemination sites for The Center for Vocational Education's newly funded project, Implementing Performance-Based Teacher Education.

b. Related PBTE Efforts

A graduate level seminar on PBTE will be offered during the winter quarter, conducted by Center personnel.

c. Payment for Materials

Modules used are ordered through the bookstores for purchase by teachers. At present, no plans have been made to purchase the audiovisual materials or the texts recommended as optional activities.

d. PBTE Priorities Needing R & D

(1) An attitude assessment study should be done to determine teacher education attitudes and perceptions toward PBTE. Determination of factors relating to these attitudes and perceptions would be valuable in planning future training and awareness programs.

(2) Competencies needed by resource persons should be determined and training materials, perhaps in module form, could be developed.

(3) Experimental studies should be carried out to compare traditional teacher education and PBTE and determine what factors cause teachers to behave in various ways. The entire area of teacher effectiveness has barely been tapped on a research basis.

5. Materials and Dissemination Activities:

a. A handout, "Suggestions for University Supervisors for Incorporating Center for Vocational Education Modules into Student Teaching Experiences," was developed by the Home Economics Education Department.

b. A set of directions to student teachers on carrying out a public relations program, in part using CVE modules from the School-Community Relations category, was developed by the Home Economics Education Department.

c. Sample videotapes in Introduction to Agricultural Education and Methods of Teaching Agricultural Education were developed.

FINAL REPORT
OF THE
PENNSYLVANIA STATE UNIVERSITY

1. Major Activities and Accomplishments:

   a. On November 22, 1976, a PBTE awareness session for all administrative personnel was held.

   b. On January 12-14, 1977, four faculty members representing agriculture education, industrial arts education, and vocational industrial education attended an institute on CBTE at Marshall University in West Virginia.

   c. On January 20-21, 1977, the on-site workshop for Performance-Based Teacher Education was held.

2. Methods of Use:

   a. The modules were used mainly as reference documents in support of much broader curriculum requirements for various courses. Certain of the modules such as those in the J series and the D series were used to treat the specific academic needs of individual teachers who were isolated geographically or who had an immediate academic need which lent itself readily to the competency-based approach. Many undergraduate students, graduate and faculty members have reviewed and studied a wide range of modules during the past academic year because of the immediate availability of the complete set of modules within the Division of Occupational and Vocational Studies.

   b. In one experiment, modules were used with four separate study groups. Three of these groups consisted of in-service teachers, and the fourth was made up of pre-service teachers. The modules were used on an individual basis. In order to enhance learning from the modules and to provide additional experiences, each group met once a week to review and discuss the materials and view supplementary materials such as films. Materials developed in real school situations were evaluated. No effort was made to provide a means of testing out, in that the main effort was directed toward initial program development.

   The procedure consisted of 19 steps in competency development through use of the modules. This was followed up by an evaluation consisting of both a paper and pencil test and an evaluation of material developed on the job (real school situation). For those preservice teachers who are not involved in a real school situation, simulation will be utilized for the development of appropriate competencies. Evaluation for these persons is to be included in the practice teaching phase of their professional training.

3. Problems and Successes:

a. Problems

Certain of the modules were found to contain conflicting information and procedures, while other modules did not deal with the issue at hand in enough depth to be useful.

b. Successes

(1) The modules can be used effectively to deal with the needs of individual teachers.

(2) The modules provide a source of relatively accurate information, however brief, pertaining to significant pedagogical concerns in teacher education.

4. Future PBTE Plans and Activities:

a. Institutional Plans

Preliminary steps have been taken to initiate the implementation of a system of competency-based teacher education in industrial education at the Pennsylvania State University. Results of existing studies concerning CBTE will be reviewed, and appropriate aspects of such studies will be incorporated in the final design and development of this project. Competencies unique to industrial education teachers, and competencies common to specific fields of study will be identified and verified; competency assessment criteria will be derived from the identified competencies based upon observable performance; and experimentation with the CVE delivery system will be continued with the intention of future infusion with the Pennsylvania State University project.

b. Related PBTE Efforts

None

c. Payment for Materials

It is the policy of the Division of Occupational and Vocational Studies at the Pennsylvania State University to provide for the distribution of competency-based teacher education materials on a cost-return basis.

d. PBTE Priorities Needing R & D

Research and development is needed in the use of computer processing for the purpose of scheduling CBTE activities, maintaining and controlling teacher records, and processing assessment results.

5. Materials and Dissemination Activities:

a. Materials Developed

A series of competency-based modules for LPN's was developed.

b. Dissemination Activities

All involved parties and agencies in the project have been kept informed of progress which has been made in using the CVE materials.

FINAL REPORT
OF THE
PURDUE UNIVERSITY

1. Major Activities and Accomplishments:

   a. On January 18-19, 1977, the on-site workshop (awareness session and resource person training) was held as a cooperative effort between Purdue University, Indiana University, and the professional development unit of the Indiana State Board for Vocational and Technical Education. Sixty-five persons participated, representing the four state universities which are involved in vocational teacher education; the staff of the State Board for Vocational Education; the staff of the Division of Vocational Education of the State Department of Public Instruction; representatives of the state's post-secondary institution (Indiana Vocational and Technical College); selected local administrators in vocational education; and selected secondary and higher education administrative officers.

   b. On March 18, 1977, a one-day conference/workshop was held, which focused on supervising teachers of prospective teachers of industrial arts, trades and industry, vocational agriculture, and vocational home economics. The workshop was jointly sponsored by the industrial education, home economics, and agricultrual education units of Purdue University. Over 100 persons attended and were given awareness and resource person training.

   c. Funding was gained from the State Board for Vocational and Technical Education for the purchase of PBTE software ($3000) to implement PBTE in the inservice education of vocational education teachers in Indiana.

   d. The State Board also funded a project ($2400) designed to establish a PBTE resource center and provide a part-time position to organize and manage the facility.

   e. A proposal was prepared for designation of Purdue University as one of the five sites for "Implementing Performance-Based Teacher Education"; this designation was received and the site coordinator served on the National Planning Group for the new PBTE implementation project.

2. Methods of Use:

Modules were used in the inservice program for conditionally certified vocational teachers, and on a selective basis in graduate and preservice classes. Preservice teachers had the option to participate or not. Exact method of use was not specified.

3. Problems and Successes:

   a. Problems

      (1) reluctance among faculty to experiment with or make a commitment to PBTE until some policy statement from "on high" is forthcoming

      (2) finding the time to study modules for coverage and content in order to ascertain their validity as options to the current instruction

      (3) determining policy regarding financing costs, housing and distribution of materials, devising recording systems, credit per module, organizing groups for instruction and consultation, and establishing and staffing a resource center

   b. Successes

   Those most interested and enthusiastic are moving forward utilizing wit, experience, guile, independence, professional prerogatives, and other diverse options to get things moving. Most instructors have reported good results and are pleased with the materials.

4. Future PBTE Plans and Activities:

   a. Institutional Plans

      (1) To this point, the preservice use of PBTE modules has been on an experimental basis, with individual teachers having the option to participate or forego. With new courses being developed in "general" vocational education for all vocational areas at Purdue, inter-area decisions will need to be made regarding the selection and role of PBTE modules in those particular courses.

      (2) Since Indiana's new secondary certification program goes into effect in 1978, many adjustments will be made in numerous professional courses, and several new courses will be developed in each of the vocational areas. In the development of new courses and in revision of current courses, careful consideration will be given to the utilization of PBTE materials and procedures.

b. Related PBTE Efforts

Not specified

c. Payment for Materials

Not specified

d. PBTE Priorities Needing R & D

Not specified

5. Materials and Dissemination Activities:

a. Materials Developed

None specified

b. Dissemination Activities

Modules and their use were explained to selected local administrators who are interested in their use in their in-house, inservice programs. One has ordered a full set of modules for the library.

FINAL REPORT
OF THE
STATE UNIVERSITY COLLEGE AT UTICA/ROME

1. Major Activities and Accomplishments:

   a. Members of the department attended several PBTE workshops during the year, e.g., at the AVA convention, and at Cornell University.

   b. Materials on PBTE were disseminated to students and faculty.

   c. Classroom presentations were made on PBTE in undergraduate and graduate classes.

   d. The site coordinator and assistant site coordinator attended the national PBTE workshop held in Columbus, Ohio, November 9-12, 1976.

   e. The on-site workshop for resource persons was held on December 17-18, 1976. Twenty-two staff members participated.

   f. On June 4 and 11, 1977, meetings on PBTE were held with part-time faculty in the field (Albany and Elmira, New York).

   g. A resource center was set up on the main campus.

2. Methods of Use:

   a. Modules were blended into the regular course work in Methods, Course Analysis, Course Organization, Evaluation, Laboratory Organization and Laboratory Management courses. Modules were supplemented with traditional materials where needed. Regular course credit was assigned, based on the Level of Performance ratings of the Teacher Performance Assessment Form in the modules (excellent = A; poor = D).

   b. During the Fall, 1977 semester, modules were used in a less structured format in selected locations, using a resource person to handle a broad array of modules with teachers at different levels in their professional development.

3. Problems and Successes:

a. Problems

(1) Faculty and teachers using modules needed better training in the use of PBTE materials. Teachers lacked confidence to proceed with the modules on an individual basis.

(2) Cross-referencing other modules and texts presented a problem. Modules need to be self-contained, and of consistent quality. Some activities were very weak in comparison to the related information given.

(3) Some activities were difficult to complete for preservice teachers. Varied activities for pre- and inservice teachers are needed.

(4) Some faculty resistance occurred. There was lack of understanding of the goals of PBTE, and concern that PBTE will cause much extra work for those involved in teaching; that PBTE will impinge on academic freedom; and that PBTE is a faculty evaluation tool that will be used to subdue faculty members.

(5) There was some question as to whether PBTE is here to stay, whether PBTE support will be dropped soon.

(6) There was a lack of supportive resources (manpower and audiovisual materials) for implementing PBTE.

(7) There was a lack of consensus over what type of competencies are to be developed—entrance level, survival level, etc.

b. Successes

(1) The majority of the faculty were enthusiastic and accepting.

(2) Teachers with special needs were accommodated.

(3) Individual packaging of modules was a strength.

(4) The modules have been utilized as a vehicle for faculty renewal.

(5) Flexible scheduling was possible.

(6) Faculty productivity increased through the utilization of resource centers.

(7) The program is moving more rapidly to the PBTE mode.

(8) More teacher participation in the learning process occurred, resulting in greater depth in achievement of course objectives.

4. Future PBTE Plans and Activities:

a. Institutional Plans

The institution is committed to PBTE and the use of modules. Over $3,500 worth of modules have been ordered for the Fall, 1977 semester. The intention is to have a full PBTE program by 1980, or sooner if possible.

b. Related PBTE Efforts

The college is one of the five leadership sites for the 1977-78 Center project, Implementing Performance-Based Teacher Education.

c. Payment for Materials

Teachers pay for modules in the same way they pay for textbooks. The department furnishes resources.

d. PBTE Priorities Needing R & D

(1) The student guide needs improvement, and a self-paced training package in the use of modules needs to be developed.

(2) All modules need to be self-contained, with outside resources supplementary or optional.

(3) Separate learning experiences for preservice and inservice teachers should be developed.

(4) Quality of some enabling activities needs to be reviewed.

(5) Guidelines for quality resource materials to accompany modules need to be developed.

5. Materials and Dissemination Activities:

a. Materials Developed

(1) Audiotapes were developed to analyze lesson introductions, content, and summaries for methods modules.

(2) Supplemental filmstrips and video cassettes have been developed to assist in methods courses.

(3) An outline of module use procedure was developed for all courses.

(4) Teachers charted progress independently based on modular use and other resource use.

(5) Progress charts were made, and due dates established for minimum module completion, by the majority of the faculty.

b. Dissemination Activities

(1) Newspaper article

(2) Letters to directors and faculty

(3) Presentation and exhibit of modules at VICA State Conference

(4) PBTE display at college open house

(5) A local shopping mall display using PBTE modules is planned.

FINAL REPORT
OF THE
UNIVERSITY OF KENTUCKY

1. Major Activities and Accomplishments:

   a. On January 11, 1977, a campus-wide workshop was conducted.

   b. On January 18, 1977, a workshop on state priorities was held on the UK campus.

   c. On January 21-22, 1977, PBTE ideas and materials were presented to a first-year agriculture teachers' workshop.

   d. On February 11, 1977, a PBTE program and Center materials were presented briefly at the state-wide teacher education conference.

   e. On March 9, 1977, PBTE materials and programs were presented to the National Association of Conservation Districts Regional Environmental Workshop.

   f. On March 20-24, 1977, PBTE materials were shared with the Southern Agricultural Education Conference.

   g. On July 26-28, 1977, research about PBTE was discussed at the Southern Agricultural Education Research Conference.

   h. On August 1-4, 1977, sessions on PBTE were held at three vocational teacher workshops, all services participating.

   i. On September 19, 1977, an all-day PBTE on-site workshop was conducted.

2. Methods of Use:

   Modules were used in many different ways, including blending into regular classroom work, independent study with seminars, and individual work with the resource person. They are being successfully used with one group of deaf mutes who are employed as teachers at the Kentucky School for the Deaf. Some courses in which modules were used are Occupational Analysis, Evaluation in Industrial Education, Vocational Guidance, Student Teaching in Business Education, Adult Farmer Schools and Young Farmer Classes, Experience Programs in Agriculture, and Adult Education in Home Economics.

   In some courses, only one or two modules were used. In others, modules constituted the major structure of the course.

3. Problems and Successes:

a. Problems

Teachers in one course felt that the modules were boring and not too useful. The need for small faculty-teacher ratio was demonstrated, and the danger of overload was prominent.

b. Successes

While all resource persons are still improving their techniques and ideas, most were pleased with PBTE and the teacher progress which resulted. In general, in-service teachers seemed happier with the modules and were more motivated to use them. More highly motivated teachers were more successful in using the modules. There is a strong tendency for non-motivated students to "hide" behind the module and to procrastinate between sessions with resource persons.

4. Future PBTE Plans and Activities:

a. Institutional Plans

(1) PBTE modules will be used in all the courses in which they were used last year. Some new modules will be purchased. Modules will be added in two or more courses this year.

(2) Success with disadvantaged (deaf) persons will be explored for additional applications.

b. Related PBTE Efforts

(1) Materials are being added to two resource centers in the College of Education. No special courses on PBTE are planned at this time, but several courses will include some PBTE, including methods courses in all service areas in vocational education. PBTE curriculum materials are being developed at the University of Kentucky, and the state department of education has a strong commitment to the development of PBTE and competency-based materials.

(2) An effort will be made to see that all vocational teachers have some experience with modules in their teacher education program so they may, in turn, be better able to utilize modules as they teach their own students.

c. Payment for Materials

The university has purchased all modules to this point, and they are available for reuse. Reprints of single pages to be marked are made to retain full reuse value of the module. Teachers may purchase modules, but they have not been required to do so.

d. PBTE Priorities Needing R & D

(1) Continuing evaluation of PBTE programs to prove their usefulness and cost effectiveness is needed.

(2) Continuing development of PBTE materials is needed.

(3) Workshops on PBTE should be conducted.

5. Materials and Dissemination Activities:

a. Materials Developed

Some slides, transparencies, and evaluation instruments were developed to accompany the PBTE modules.

b. Dissemination Activities

Materials were developed for a particular course or courses and need refining before any dissemination.

FINAL REPORT
OF THE
UNIVERSITY OF LOUISVILLE

1. Major Activities and Accomplishments:

a. The Department of Occupational and Career Education has obtained a grant of $4,200 from the President's Office, University of Louisville. The primary purpose of this grant is to analyze the existing PBTE modules in order to determine what institutional support is needed to fully implement the PBTE system. A committee has been formed and is now active in this area.

b. The Department is currently in the process of providing inservice professional development activities for the teaching staff of the Jefferson Vocational Education Region, primarily in the area of curriculum development. PBTE modules will be used where appropriate and feasible.

c. Administrative concerns have been given consideration by the Department, and until such time as the entire School of Education changes to a competency-based educational program, the program must operate within the existing structure (courses, credits, and time). However, on an individual basis, course by course, each instructor may utilize PBTE materials.

2. Methods of Use:

Selected PBTE modules have been used in nearly all courses offered in the Department of Occupational and Career Education. They have been used to fulfill either all or a part of the course requirements in such courses as Occupational Analysis and Curriculum Development, Facilities Planning and Laboratory Safety, and Secondary Cooperative Vocational Education.

3. Problems and Successes:

a. Problems

(1) The primary concern with the PBTE materials is in the administrative area—i.e., how to equate modules and credits. While this can be accomplished on an individual basis, uniformity has not been achieved.

(2) A further problem which has emerged is that of individual staff members not using the materials

as they were intended to be used. They either used the modules as assignments, or used them in developing their own course notes, etc.

(3) Testing for competence prior to the use of each module has been a problem.

b. Successes

Where used properly and in the manner prescribed, feedback from teachers was very positive. They like the idea that previously developed competencies are recognized, and that they can proceed through the modules at a pace which is suited to their style of learning.

4. Future PBTE Plans and Activities:

a. Institutional Plans

(1) The Occupational and Career Education Department plans to continue using PBTE materials in those classes which are appropriate. Their use will be dependent upon the number of teachers involved and also the type of activities.

(2) Plans are to develop modules which are felt necessary for all courses and, through the grant made available from the President's Office, to purchase equipment and software for a fully functioning learning resource center.

b. Related PBTE Efforts

A vocational region workshop is planned for all vocational teachers in the state-operated schools. This is an inservice activity which has as its objective the development of courses of study for every vocational program in the state.

c. Payment for Materials

Future orders for PBTE materials will be placed through the university bookstore. Many of the teachers have asked how they can purchase a copy of the materials used. This method appears to be the most feasible one at this time.

d. PBTE Priorities Needing R & D

Further development is needed in educational support materials, thereby providing more than one method for teachers to learn. Videotapes, filmstrips and audiotapes are top priority.

5. Materials and Dissemination Activities:

a. Materials Developed

None

b. Dissemination Activities

Two PBTE awareness programs have been conducted with excellent response. A presentation was also made at the teacher education conference in February. Teacher educators from all service areas and all state institutions were in attendance.

FINAL REPORT
OF THE
UNIVERSITY OF MINNESOTA, DULUTH

1. Major Activities and Accomplishments:

   a. A PBTE awareness session (1-day) for five University of Minnesota, Duluth teacher educators, eight local vocational administrators and two representatives from the state department was conducted on December 10, 1976.

   b. An inservice program utilizing the modules was established at four local schools offering three vocational certification courses (43 inservice teachers enrolled).

   c. A brief (one-hour) orientation session was conducted for 96 inservice vocational teachers.

   d. Resource libraries were developed at Hibbing Area Vocational Institute, Eveleth Area Vocational Institute, Duluth Area Vocational Institute, and the University of Minnesota, Duluth.

   e. A teaching internship program utilizing the modules was developed for new post-secondary instructors.

2. Methods of Use:

   Appropriate modules were selected and substituted for the regular course work in Teaching Vocational Subjects (Modules B-4, 5, and 6; plus any seven modules from category C); Coordination Techniques (Modules J-1 through J-9); and Analysis and Course Organization (Modules A-4, 6, 7, and 8; B-1, 2, and 3).

3. Problems and Successes:

   a. Problems

      (1) Excessive staff time is required.

      (2) Modules are too costly.

      (3) The coordination course did not work out because teachers were not able to perform the final experience immediately.

   b. Successes

      None specified

4. Future PBTE Plans and Activities:

a. Institutional Plans

The University of Minnesota, Duluth plans to continue to offer inservice vocational teacher education courses utilizing the modules during the 1977-78 school year.

b. Related PBTE Efforts

Establish a PBTE pilot program for teacher licensure in Minnesota for post-secondary instructors.

c. Payment for Materials

Teachers will have to purchase the modules themselves.

d. PBTE Priorities Needing R & D

Development of more audiovisual materials to supplement the modules is needed.

5. Materials and Dissemination Activities:

a. Materials Developed

None specified

b. Dissemination Activities

None specified

FINAL REPORT
OF THE
UNIVERSITY OF NEW HAMPSHIRE

1. Major Activities and Accomplishments:

   a. The site coordinator and assistant site coordinator attended the national PBTE workshop held in Columbus, Ohio, November 9-12, 1976.

   b. In January, a two-day workshop was conducted for staff in the College of Life Sciences and Agriculture.

   c. In February, a one-day on-site workshop was conducted.

   d. Three complete sets of modules were purchased and located in the resource center and occupational education headquarters. All optional and required resources were purchased and filed in the resource center.

   e. A workshop for new and returning faculty was conducted during the summer, 1977.

2. Methods of Use:

   Modules were blended into the regular course work in such courses as Microteaching, Cooperative Education, Youth Organizations, and Independent Study.

3. Problems and Successes:

   a. Problems

      (1) The major constraint was the availability of published modules.

      (2) It was also difficult to stretch the faculty time necessary to be effective with PBTE. To this end, permission was requested and granted to use the funded project assistant to work with PBTE rather than on an agricultural mechanics survey.

      (3) The drastic change in the role of the teacher as a person who guides the learning process rather than giving information also posed some problems.

   b. Successes

      The most significant accomplishment was the acquisition and implementation of the modules within the occupational education teacher education program.

4. Future PBTE Plans and Activities:

a. Institutional Plans

Plans are to utilize PBTE modules where appropriate in preservice and graduate courses.

b. Related PBTE Efforts

Plans are to train selected vocational and general educators in the Seacoast region as resource people—University of New Hampshire occupational education personnel will work with vocational education resource people, and University of New Hampshire Department of Education personnel will work with general education personnel.

c. Payment for Materials

For UNH courses, payment for materials will be received from teachers taking the modules. Payment at schools and workshops will either be through professional development funds or individuals.

d. PBTE Priorities Needing R & D

(1) In-depth modules need to be developed for the disadvantaged and handicapped area.

(2) Recruitment and sex bias modules need to be developed.

5. Materials and Dissemination Activities:

a. Materials Developed

Most of the materials utilized were from Ohio State. VTR clips demonstrating acceptable performance of the criteria specified in the TPAF's were used for preservice teachers.

b. Dissemination Activities

(1) A news article describing the February awareness workshop

(2) A newspaper item (brought several requests for materials)

(3) Vocational directors' workshop

(4) New and returning teacher workshop

FINAL REPORT
OF THE
UNIVERSITY OF RHODE ISLAND

1. Major Activities and Accomplishments:

a. On January 12-13, 1977, the on-site orientation workshop was held to train 12 resource persons and give awareness sessions to 8 others. 13 teacher educators, 5 supervising teachers, 2 graduate students, and 1 EPDA director participated. Areas represented were home economics, agriculture, business, and trade and industrial education. Colleges and universities represented were: University of Rhode Island (URI), Rhode Island College (RIC), Barrington College, Bryant College, and the University of Delaware.

b. On February 7 and 28, 1977, a PBTE awareness session and training to use modules I-6 through I-8 and specific modules with student teachers was given to 26 teachers who were training to become supervising teachers. Areas represented were industrial and technical, industrial arts, social studies, English, art, math, history, and graphic arts.

c. On March 5-6, 1977 a two-day PBTE awareness seminar for industrial and technical teacher educators was held at RIC. 3 teacher educators; 3 vocational education directors; 4 industrial education teachers; 9 industrial arts teachers; 1 graduate assistant, graphic arts; and 1 preservice teacher, industrial arts participated.

d. On March 15, 1977 a state awareness conference was held. This included PBTE orientation, state of the art, Center PBTE program, role of resource person, and a hands-on activity using the true-false module contained in the workshop module X-101. School administrators, guidance personnel, vocational facility directors, state department personnel, teacher educators, supervising teachers, and graduate students participated.

e. On May 3, 1977, a PBTE awareness seminar was held at the University of Delaware, sponsored by a teacher educator in home economics education who had been trained as a resource person at the URI on-site orientation workshop. 15 preservice teachers, 9 student teachers, 2 graduate students, and 4 teacher educators participated.

f. On May 18, 1977 a joint home economics and agriculture PBTE workshop for supervising teachers was held. 6 teacher educators, 1 EPDA director, 39 supervising teachers, 5 graduate students, and 5 undergraduate students participated.

g. From June 1 - August 30, 1977, the site coordinator developed a proposal with a home economics education graduate student at URI to request that she obtain a $750 summer fellowship to develop videotapes of the questioning technique to accompany Module C-12. The fellowship was obtained, and videotapes and accompanying worksheets were completed.

h. On June 15, 1977, an EPDA proposal for PBVTE implementation and evaluation in vocational teacher education was written and submitted by the site coordinator and assistant site coordinator. Dates for project: October 1, 1977 to September 30, 1978. Total requested: $19,831.50. They were recently asked to decrease the budget to $10,000. Final award has not yet been made.

i. On August 12, 1977, an on-site evaluation visit was made by a Center project staff member.

j. On August 19, 1977, the site coordinator submitted an application to The Center to become one of the five PBTE implementation sites for 77-78. The application was accepted.

k. Two resource centers were established, one in the College of Resource Development, and the other in the College of Home Economics.

l. An EPDA grant proposal was written, submitted to the state department of vocational education, and funded for $14,904 for 7/1/76-9/30/77 to support involvement in the PBTE National Institute Phase 2.

m. The teacher education courses in home economics, industrial education, business education, and agribusiness education were revised to incorporate the use of the PBTE modules and restructure programs toward a performance-based approach.

2. Methods of Use:

a. Modules were used as part of the course structure and as part of an individual special problem course. Credit for the courses was given. In the "Special Problem" course (3 credits), teachers contracted to complete from 3 to 6 modules based upon the depth, number, and complexity of the training activities involved.

b. Supervising teachers used the modules to refresh their minds about the factors involved in evaluating specific teaching techniques; the TPAF gave them objective criteria for evaluating the competence of their student teachers.

c. Use of specific modules for individual professional development worked very well. One preservice teacher selected specific modules related to the use of audiovisual materials, and is using these in a real school setting prior to taking the advanced methods course. A graduate student developed three model videotapes to be used with Module C-12 (Employ Oral Questioning Techniques). Another graduate student is in the process of evaluating the modules in Category J, Coordination, as a basis for her Action Research Project in implementing an occupational program in home economics at her high school.

3. Problems and Successes:

a. Problems

(1) Lack of module availability, or length of time to obtain the modules, was a problem. There needs to be lead time for the teacher educators to become familiar with the modules so that they will know what will and what won't succeed in their situation. Lead time is also needed to collect, catalog, and organize all reference materials as well as to check out audiovisual equipment. It is imperative that all teachers and faculty involved in the program be competent in the use of audiovisual equipment.

(2) The site coordinator or assistant site coordinator needs to be personally involved in the initial implementation effort of a new teacher educator or or resource person using this system for the first time.

(3) Budget is a problem and a factor in successful implementation. Without the EPDA grant for PBTE, not as much could have been accomplished.

(4) Another problem was lack of time to publicize the PBTE involvement.

b. Successes

(1) The biggest success was the attendance at the on-site orientation session, the state awareness conference, and the supervising teachers' seminar for home economics and agriculture.

(2) The second success was the ability to involve teacher educators in industrial education who are

located at Rhode Island College and assist them in an awareness conference for industrial arts and industrial education teacher educators and teachers. In addition, contact was made for the first time with the business teacher educators at Bryant and Barrington Colleges.

(3) A third success was in obtaining an EPDA grant to support the PBTE effort.

4. Future PBTE Plans and Activities:

a. Institutional Plans

(1) Plans include being a part of The Center's implementation effort for 1977-78.

(2) Use of modules will be increased in all teacher education-related courses in agribusiness and distributive education.

(3) Plans will include continuing to assist, and trying to increase the involvement of, the Industrial Education Department at Rhode Island College.

(4) Another effort will be to work more closely with the Business Education Department at URI.

b. Related PBTE Efforts

(1) Conduct workshops for supervising teachers.

(2) Develop a module on observation techniques.

(3) Perfect some of the model videotapes for use with modules and make copies for RIC.

(4) Use performance-based approach in floriculture courses.

(5) Use modules for performance-based approach in staff training for instructors in agriculture, fisheries, and extension workers at the University of the Azores under an AID Project with URI.

(6) Coordinate and develop youth organizations in the public schools in business education and home economics.

(7) Teach a graduate course HED: Supervision of Student Teachers--combine all areas of trade and industrial,

agriculture, business, distributive education, and home economics. This course is approved by the state department for certification of supervising teachers.

(8) Additional activities are dependent upon receiving EPDA grant: New England PBVTE Dissemination Conference
Follow-up PBVTE Seminar by vocational areas.

c. Payment for Materials

(1) Teachers absorb some of the cost by purchasing specific modules.

(2) The instructional materials category of department budgets supports the purchase of modules and reference materials for resource centers.

(3) Incentive grants, summer innovative project grants, and state vocational funds through grants will be explored; a strong case for increasing the department budget for this effort will be presented.

d. PBTE Priorities Needing R & D

(1) Research is needed on factors that keep the program going once the site is no longer involved in the Center project.

(2) More specific ideas, plans, worksheets, materials, etc., for organization and management of the program, including use of evaluation data, are needed.

(3) References, workbooks, specifications on design, cost, and running of a PBTE resources center are needed.

(4) Make a film that would show the "success" story of PBTE implementation nationally to be used with administrators and budget officers.

(5) A suggested list of masters's or doctoral level research that current graduate students could carry out, based on the foundation that The Center has already developed, should be developed.

5. Materials and Dissemination Activities:

a. Materials Developed

(1) Videotapes:

Model tapes on: Set Induction
Demonstrating a Manipulative Skill
Questioning
Supervisory Conference
Episode Teaching Pre-Conference
Episode Teaching

(2) Micro-teaching: Critique Form
  Set Induction
Individualized HELP Packets
  Writing Objectives
  Planning a Unit of Instruction
  Writing an Individualized Packet
  Understanding Individualized Instruction

(3) Slide series: PBTE in Rhode Island (needs revision)
Great Expectations--humorous approach to a student teacher's first day at school

b. Dissemination Activities

(1) None, due to lack of time.

(2) Plans are to present a seminar to the College of Home Economics in the spring.

FINAL REPORT
OF THE
UNIVERSITY OF SOUTH DAKOTA AT SPRINGFIELD

1. Major Activities and Accomplishments:

On April 13 and 14, 1977, the faculty of the Department of Vocational-Technical Teacher Education held an awareness training workshop in Sioux Falls for key educational personnel in South Dakota. In addition to the site coordinator, assistant site coordinator, and institute consultant, seven out of twelve invitees attended: three university faculty members providing professional education instruction to VTTE students, three directors of post-secondary education, and the chief teacher certification officer for the state.

2. Methods of Use:

Modules were used as an integral part of existing courses (Development of Instructional Materials; Public Relations and Advisory Committees; and Methods of Teaching Vocational Subjects). Consequently, credit was not granted for module completion *per se* but, rather, as it contributed to fulfilling total course requirements.

3. Problems and Successes:

a. Problems

Reconciling the time requirements for module completion within a course with the contact hours required to grant the semester credit hours associated with the course was a problem. It was found that most teachers could complete required modules within a course in much less time (and at a respectable performance level) than is required for them to attend class to earn the credit hours for the course.

b. Successes

Vocational educators in the state were sensitized to the existence and benefits of PBTE.

4. Future PBTE Plans and Activities:

a. Institutional Plans

Plans are to continue interfacing PBTE with existing instructional processes, i.e., to modify other course requirements to better dovetail with the modules used in selected courses.

b. Related PBTE Efforts

Some evaluation research will be evaluated to ascertain teacher attitudes toward modules.

c. Payment for Materials

PBTE materials will be available through the campus bookstore and will be bought as are textbooks, without return privileges.

d. PBTE Priorities Needing R & D

To what extent are competencies actually evaluated in an actual teaching situation; to what extent do teacher educators settle for demonstration of the competency in the college classroom only?

5. Materials and Dissemination Activities:

a. Materials Developed

None

b. Dissemination Activities

(1) a news release (October 1, 1976) concerning the PBTE program at USD

(2) an article in the School of Education Newsletter

FINAL REPORT
OF THE
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

1. Major Activities and Accomplishments:

a. In October, 1976 the VTE Division ordered modules for use by faculty at a cost of approximately $1875.00.

b. The site coordinator and assistant coordinator participated in the national PBTE workshop at The Center (November 9-12, 1976).

c. A resource center was established for division faculty in November, 1976.

d. A public relations campaign was conducted during October-November, 1976.

e. Resource person training was provided for VTE faculty on January 7, 1977.

f. Further resource person training was provided for VTE faculty on March 7, 1977.

g. Awareness training was given to 25 cooperating teachers in agriculture on July 5, 1977. The major purpose of the workshop was to update the cooperating teachers on the successful supervision of student teachers. During the workshop, a presentation on PBTE and PBTE modules was given by the project site coordinator.

2. Methods of Use:

The PBTE modules were used as a part of conventional (typically three-quarter-hour) courses. Modules were used most extensively in methods-type courses which were specific to a program or service area. Module completion alone was not used as a basis for course credit. One resource person required preservice teachers to complete six modules plus a final examination in order to receive three quarter hours of credit.

3. Problems and Successes:

a. Problems

Concerns about PBTE centered on the magnitude of implementation and the availability of materials.

(1) While full-scale implementation of PBTE is an ultimate target, this appears to be more an ideal concept than a reality. In practice, only certain teacher educators want to use PBTE materials. Others may have various reasons for not using modules; however, regardless of their particular reasons, faculty should not be forced to participate.

(2) The non-availability of published materials seemed to have a negative effect on faculty participation. Many faculty wanted teachers to purchase modules through regular channels (e.g., the university bookstore). Unfortunately, this could not be done since AAVIM had not yet published the complete set of modules. The alternate strategy of purchasing materials and making them available on a loan basis proved to be adequate, but did not allow teacher educators to explore the full potential of modularized instruction. Hopefully, this problem will be resolved when all 100 modules become available through AAVIM.

b. Successes

Successes with The Center's PBTE materials appear to be directly related to packaging and communications.

(1) The module format and content had wide appeal to both students (preservice and inservice teachers) and vocational teacher educators. It was noted that even the most conventionally-oriented teacher educators were impressed by module quality. This acceptance tended to enhance module use.

(2) It was found that the modules provided a much needed communication link between teacher educator, cooperating teacher and student teacher. The fact that resources and evaluative criteria were available to each of these persons made the communication process much smoother. While this success has not been fully verified with large groups of students, it is evident that the modules have great potential as communication devices for vocational teacher education.

4. Future PBTE Plans and Activities:

a. Institutional Plans

Future plans call for a continuance of the rather low-keyed implementation approach that has prevailed this past school year. Emphasis will be placed on encouraging all faculty to make use of PBTE materials. This will most likely be associated with application in regular courses. Once all materials are available from AAVIM, teacher educators will have modules readily available for use. This should encourage greater faculty participation both on an individual basis and at the program level.

b. Related PBTE Efforts

(1) Related PBTE efforts for the coming year include the conduct of a third resource person workshop if a demand exists.

(2) The resource center will continue to function, and the site coordinators will be available to aid faculty in setting up programs.

(3) A state mandate to implement competency-based programs in vocational education by 1981 will certainly have a supportive effect on PBTE efforts.

(4) The VTE Division will conduct approximately twenty-five inservice workshops and courses this year in various parts of the state. These activities will impact on PBTE by making teachers and administrators more aware of the need for instruction in realistic settings--a foundation of PBTE.

c. Payment for Materials

Not specified

d. PBTE Priorities Needing R & D

(1) Reverification of the original 384 Cotrell competencies is needed. This should include provision for futuristic planning. For example, there is no module dealing with implementing competency-based instruction even though this is recognized as being extremely important.

(2) A second research need is the identification of affective competencies related to teaching. While this may be a most difficult task, it is of no less importance. Perhaps a methodology may be devised which will aid researchers in identifying affective competence.

5. Materials and Dissemination Activities:

a. Materials Developed

None

b. Dissemination Activities

(1) Memos to the Division of Vocational Education (approximately one per month) to inform faculty about participation in the project and the availability of Division-purchased modules

(2) Information memos to programs outside of the College of Education which provide technical support to the vocational teacher education programs (persons in these support areas were invited to attend the March workshops held for resource persons)

FINAL REPORT
OF THE
WESTERN MICHIGAN UNIVERSITY

1. Major Activities and Accomplishments:

   a. On January 27-28, 1977, a PBTE inservice workshop was held for Western Michigan University professional vocational teacher education staff. Nineteen people participated.

   b. On February 25, 1977, a follow-up session was held. Ten people attended.

   c. On May 9, 1977, as part of a conference for Michigan vocational teacher educators, a two-hour awareness session was held for 15 people.

   d. On June 2, 1977, as part of a conference for Kalamazoo County vocational teachers and administrators, a one-hour awareness session was held for 20 people.

2. Methods of Use:

   Modules were used within such courses as Independent Study, Coordination Techniques in Cooperative Education, and Curriculum Development in Distributive Education. In addition, they were used during a career education workshop for junior high school teachers. The exact method(s) of use was not specified.

3. Problems and Successes:

   a. Problems

      (1) Faculty inertia
      (2) University bureaucracy
      (3) Lack of special funding for this project
      (4) Rigidity of credit hour, contact hour, and faculty load policies
      (5) Field-based aspect of the final experience
      (6) Traditionalism

   b. Successes

      There was some cooperation between the various colleges and departments involved. This may encourage a unified vocational teacher education program in the distant future.

4. Future PBTE Plans and Activities:

   a. Institutional Plans

      As part of an $8,000 funded project, plans are to upgrade and update the vocational teacher education faculty in many areas—one of which will be to encourage them to use the PBTE modules.

   b. Related PBTE Efforts

      See above.

   c. Payment for Materials

      The cost of the PBTE modules will be paid primarily by the teachers with some possibility of departmental general fund use.

   d. PBTE Priorities Needing R & D

      Reports from universities that have successfully implemented PBTE on a grand scale are needed.

5. Materials and Dissemination Activities:

   a. Materials Developed

      None specified

   b. Dissemination Activities

      (1) News article on Western Michigan University's selection as a site

      (2) Presentations at two conferences

FINAL REPORT
OF THE
WESTFIELD STATE COLLEGE

1. Major Activities and Accomplishments:

   a. An inservice workshop for cooperating teachers was held at Pathfinder Regional Vocational High School. In an effort to provide for field-based resources for CBTE students, the faculty actively recruited vocational educators to serve as cooperating teachers, resource persons, and assessors. This workshop provided an opportunity for inservice instructors to become familiar with the competency-based format and to review several modules that pertain to supervising the teacher trainee. The instructors who participated in this workshop have been actively serving as resource persons and supervising our teacher trainees in the field.

   b. The New England Fall CBTE Conference for Vocational Teacher Educators at Pathfinder Regional Vocational School was held to disseminate and share information pertaining to CBTE and to establish a working relationship with vocational educators within the Pioneer Valley.

   c. A CBTE site has been established in each of the New England States. Each site was represented at the above conference with the exception of New Hampshire. Significant issues discussed were (1) how best to provide for meaningful small-group discussions as part of module completion while allowing teachers to progress at their own rate, and (2) how best to grade teachers when an entire course is modularized.

      A symposium was also presented on "Percentions of CBTE on the Commonwealth." The symposium was composed of an inservice teacher trainee and a preservice teacher trainee, a cooperating teacher, and a faculty member. This conference provided for further insight into the impact of CBTE through the perceptions of a cross section of its participants.

   d. An on-site workshop was conducted to train faculty in the education department to become resource persons and in the effective use of a performance-based, modularized curriculum. Approximately twenty teacher educators attended from the disciplines of special education, elementary, secondary and occupational education.

2. Methods of Use:

Modules were used in such courses as Appraisal and Evaluation Techniques in Occupational Education; Supervision of Vocational Education; Educational Psychology; Elementary School Curriculum; and Career Education.

Course credit was allocated based on the completion of modules. The number of modules to be completed for each credit varied. The number was determined by the topics in the course outline.

3. Problems and Successes:

a. Problems

Staff training time was a problem. Many staff members were anxious to utilize modules but had very limited time for training in their use.

b. Successes

Teachers had excellent success with using the modules; many courses were more interesting because of this.

4. Future PBTE Plans and Activities:

a. Institutional Plans

Present plans call for the continued use of modules in the courses previously cited, and the expansion of the use into other courses. Additionally, the College has plans to implement CBI in selected vocational high school classes.

b. Related PBTE Efforts

Workshops on PBTE are scheduled for faculty as a continuation of training, and courses for training of vocational high school faculty in the use of modules in instruction.

c. Payment for Materials

Payment for PBTE materials will be defrayed from the educational materials account of the Department of Education.

d. PBTE Priorities Needing R & D

Research is needed on the frequency and value of actual use of specific modules in teacher training programs.

5. Materials and Dissemination Activities:

a. Materials Developed

None specified

b. Dissemination Activities

(1) Radio announcements
(2) Program Leaflet
(3) Visits by educators to Westfield State College to observe program

APPENDIX J

For Immediate Release

SUGGESTED PBTE INSTITUTE NEWS RELEASE
(September 20, 1976)

Dr. (Name) (President/Dean of ________________ University/College announced that the (Department/Division of ______________, in the College(s) of ______________) has been selected by The Center for Vocational Education as one of twenty-five educational institutions in the United States to participate in the National Institute for Performance-Based Vocational Teacher Education during 1976-1977. (Department of Vocational Education) staff members will participate in training activities designed to help them utilize performance-based vocational teacher education curricular materials and implement a performance-based program. The Institute is sponsored by The Center for Vocational Education at The Ohio State University, Columbus in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board of Vocational Education. The materials have been developed by The Center, a national educational research and development organization under the sponsorship of the National Institute of Education (NIE).

The performance-based teacher education materials are designed to improve the preparation of teachers for all vocational education service areas. A major emphasis of performance-based teacher education programs and materials is the requirement that teachers prove their competency by demonstrating their ability to perform critical teaching skills in actual classroom situations, rather than by answering questions on written examinations.

The materials are based on a Center research study of the professional performance requirements needed for successful vocational teaching. Three hundred eighty-four competencies (performance elements) were verified as important to teachers in all vocational service areas. One hundred individual learning packages, called modules, have been developed to help teachers acquire these competencies. The modules focus on a wide variety of areas--program planning, development, and evaluation; instructional planning; instructional execution; instructional management; guidance; school-community relations; student vocational organizations; professional role and development; and coordination.

The modules and related implementation materials are designed for use in both preservice and inservice vocational teacher education programs for all secondary and post-secondary vocational and technical education teachers. The nature of the instructional design of the module learning experiences allows either individual, self-paced, or group instruction to be used. Programs can be tailored to meet the needs of individual teachers by selecting the competencies and modules most appropriate for them.

Dr. (Name), Chairman of the (Department/Division), indicated that Dr. (Name) and Dr. (Name) will be coordinating the training and implementation activities for the University, serving as Site Coordinator and Assistant Site Coordinator, respectively. Approximately (#) instructors and resource persons and (#) students will be participating in the Institute activities.

Activities get underway in October (or November) when the Site Coordinators and State Representative go to Columbus, Ohio (or

Salt Lake City) to participate in a four day intensive orientation and training workshop. The workshop will be followed by a two-three day on-site orientation workshop in (Month) at the (University/College, etc.) for additional vocational staff members who will be using the materials with their preservice and/or inservice teacher education students.

Michigan State University
East Lansing, Michigan

New York Institute of Technology
Old Westbury, New York

Ohio State University
Columbus, Ohio

Pennsylvania State University
University Park, Pennsylvania

Purdue University
West Lafayette, Indiana

State University College at Utica/Rome
Utica, New York

Suburban Hennepin Technical Center
Eden Prairie, Minnesota

University of Kentucky
Lexington, Kentucky

University of Louisville
Louisville, Kentucky

University of Minnesota-Duluth
Duluth, Minnesota

University of New Hampshire
Durham, New Hampshire

University of Rhode Island
Kingston, Rhode Island

University of South Dakota
Springfield, South Dakota

Virginia Polytechnical Institute and
State University
Blacksburg, Virginia

Western Michigan University
Kalamazoo, Michigan

Westfield State College
Westfield, Massachusetts

For additional information about the Institute, please contact:

Dr. Robert E. Norton
PBTE Institute Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614) 486-3655 x 406

The Center does not discriminate against any individual for reasons of race, color, creed, religion, national origin, age, or sex.

The National Institute for Performance-Based Teacher Education is sponsored by The Center for Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and the Ohio State Board for Vocational Education.

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
[illegible] Road Columbus Ohio [illegible]

NATIONAL INSTITUTE FOR PERFORMANCE-BASE TEACHER EDUCATIO

SECOND PHASE

1976 – 1977

PBTE

THE CENTER FOR VOCATIONAL EDUCATIO
THE OHIO STATE UNIVERSIT

OBJECTIVES OF THE INSTITUTE

The major purpose of the National Institute for Performance-Based Teacher Education (PBTE) is to develop the skill of selected vocational teacher educators and decision-makers to implement performance-based vocational teacher education curricula within their own institutions. Selected teacher educators will be involved in the review and use of PBTE curricular materials which have already been developed for the purpose of improving the quality of secondary and post-secondary vocational teacher preparation.

Instructional packages, called modules which were developed under the sponsorship of the National Institute of Education, will be the primary basis for instruction. The modules, which have already undergone field testing, are designed for use by students in both preservice and in-service vocational teacher education programs in all of the various vocational service areas. The modules are designed for use on an individualized basis, but may also be used in small and large group instructional settings. The performance objectives for the modules focus on the professional competencies verified by The Center for Vocational Education researchers as important to successful vocational teachers.

Upon completing all the Institute training activities, each participant will be able to:

- Describe the concepts and rationale underlying the PBTE/CBTE approach to teacher education.
- Describe the nature and use of performance-based professional teacher education curricula.
- Compare and explain the differences between PBTE programs and traditional programs of teacher education.
- Explain alternative approaches for implementing preservice and in-service performance-based teacher education programs.
- Assess individual student needs and select appropriate curricular materials for meeting the professional preparation needs of present and prospective vocational teachers.
- Develop and make operational an appropriate teaching-learning design for implementing PBTE curricula in their specific setting.
- Serve effectively in the teacher educator role as resource person, advisor, and evaluator.
- Orient prospective and in-service teachers to their role and responsibilities in using performance-based curricular materials.
- More objectively assess a teacher's ability to perform specified competencies in actual classroom situations.
- Assist with the training of other vocational teacher educators and administrators who desire to implement PBTE programs.

MAJOR ACTIVITIES

The major activities of the National Institute for Performance-Based Teacher Education include the following training and related follow-up activities:

- Two national workshops of four days each will be held, one in October for representatives of institutions in the western half of the nation, and one in November for representatives of institutions in the eastern half of the U.S. A team of three participants from each institution selected, and state represented, will participate in these workshops. Consultants from the ten 1975-76 PBTE Institute sites will be available to share their experiences and suggestions.
- A two-day on-site orientation to PBTE concepts, curricular materials, and implementation procedures at each of the selected institutions. Members of the Institute staff will assist the site coordinator in planning the on-site orientation program. In addition to the workshop participants, an average of ten additional persons are expected to be trained at each of twenty-five sites.
- Individual on-site technical assistance for adapting and implementing PBTE programs. Technical assistance will include information provided by means of telephone calls to each site and site visitations by Institute staff.

In addition to the training and consultative services provided for the national and on-site workshops the following materials will be available:

To Each Site –

- One set of the 100 PBTE modules developed and field tested by The Center—others will be available at cost to persons adequately trained in their use.
- One slide/tape presentation on the PBTE curricular concepts and materials.
- One slide/tape presentation on the role of the resource person in PBTE programs.
- One set of transparencies on PBTE concepts and materials.
- Three copies of a State-of-the-Art report on PBTE.
- Three copies of a PBTE implementation procedures guide.

To Each Workshop Participant –

- A student guide to using PBTE materials.
- A resource person guide to using PBTE materials.
- A training module.

PARTICIPATING INSTITUTIONS

The following institutions were selected with the advice of a nationally representative planning group:

Appalachian State University
Boone, North Carolina

Brigham Young University
Provo, Utah

Central Connecticut State College
New Britain, Connecticut

Central State University
Edmond, Oklahoma

Cullman County Area Vocational Center
Cullman, Alabama

Eastern New Mexico University
Portales, New Mexico

Federated Universities of North Texas Area
Richardson, Texas

Indiana University
Bloomington, Indiana

Iowa State University
Ames, Iowa

required and optional, which supplement those contained within the modules; and (4) the number(s) of the performance elements (from the research base) which form the basis for the module.

Introduction: The introduction provides the frame of reference for the entire module; i.e., relationship to other modules and the teacher education program, definition of terms unique to the module, and the importance of the competency to be developed.

Learning Experiences: Each learning experience begins with a one-page overview that includes an enabling objective, brief statements of the major learning activities involved, and a description of the type of feedback provided the user. The learning experiences include directions for completing the learning activities (reading information sheets, role-playing, planning, reacting to case studies, videotaping performance for critiquing by peers, observing skilled teachers, etc.) and directions for the feedback procedures and instruments. In most modules, the first one or two learning experiences provide background knowledge about the teaching competency. The learner is then given an opportunity to practice or apply the competency in simulated situations. The last learning experience always requires performing the competency described in the terminal objective in an actual school setting for final assessment.

About Using The Center's PBTE Modules: This section is designed to assist the person who is using one of The Center's modules for the first time. The organization of the module format is explained, procedures to follow in using a module are described, and module terminology is defined.

HOW CAN THE MODULES BE USED?

The modules are designed for use in both secondary and post-secondary, preservice and inservice, vocational teacher education programs in the various vocational service areas. The individualized instructional design of the module learning experiences allow either individual or group instruction to be used. The research base for the modules provides objectives that focus on competencies verified as important for successful vocational teachers, and the module design requires demonstration of ability in an actual school setting as evidence that the competencies have been achieved.

IS TRAINING FOR USE OF THE PBTE MATERIALS NECESSARY?

The Center's experience in field testing the materials in several different institutional settings clearly indicates a definite need for the training of resource persons and program administrators. The role of the resource person is unique to PBTE programs, hence the need for training to ensure effective use of materials.

For further information regarding availability of training for use of The Center's PBTE curricular materials contact:

James B. Hamilton
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486–3655

WHEN WILL THE CURRICULAR MATERIALS BE AVAILABLE?

The modules are now being prepared for publication. The published edition will reflect findings from advanced testing conducted at 17 universities/colleges and one post-secondary institution. The first modules in the series will become available in January 1977, with all 100 modules scheduled for publication by September 1977. For further information regarding availability of the materials contact:

American Association for Vocational
Instructional Materials (AAVIM)
120 Engineering Center
Athens, Georgia 30602
(404) 542–2586

12/76

PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION CURRICULA

PBVTE

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

WHAT ARE THE PERFORMANCE-BASED TEACHER EDUCATION (PBTE) CURRICULA?

The PBTE curricula are products of a sustained research and development effort by The Center's Program for Professional Development in Vocational Education, one of five programs within the R&D Programs Division of The Center. The program's major purpose is to conduct research and development activities that will contribute to the improvement of vocational personnel development programs.

WHAT TYPE OF CURRICULUM MATERIALS HAVE BEEN DEVELOPED?

Currently, the focus is on the refinement and publication of one hundred (100) performance-based vocational teacher education (PBVTE) modules and related supportive materials. Supportive materials include: *A Student Guide to Using Performance-Based Teacher Education Materials* that has been developed to help orient the module-taker to PBTE instruction; a *Resource Person Guide to Using Performance-Based Teacher Education Materials* to assist those persons helping preservice and/or inservice teachers to use the modules, and a *Handbook for the Development of Professional Vocational Teacher Education Modules*. These materials have been developed and tested pursuant to a contract with the National Institute of Education (NIE).

Under a separate grant from the U.S. Office of Education (EPDA), other PBTE products have also been developed. These include a comprehensive literature review entitled *Performance-Based Teacher Education: The State of the Art—General Education and Vocational Education* and *Guide to the Implementation of Performance-Based Teacher Education*. These materials, developed as part of a National Institute for Performance-Based Teacher Education, are designed to help teacher educators, cooperating teachers, and state department personnel involved in the design and implementation of PBVTE curricula within their institution.

WHAT ARE THE PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION (PBVTE) MODULES?

The performance-based vocational teacher education curricular materials are organized in modular form for preservice and/or inservice use in all vocational service areas. This series of 100 PBTE learning packages focuses upon specific professional competencies of vocational teachers. Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. Because of their size and flexibility, the modules lend themselves to the selection of materials and learning experiences which are most suited to individual student's needs and interests.

WHAT WAS THE BASIS FOR MODULE DEVELOPMENT?

The modules are based on Center research that indicated the professional performance requirements (competencies) important to successful vocational teaching. This research verified 384 performance elements as being needed by vocational teachers. These elements, grouped into ten categories, provided the research base for module development. Those ten categories, and the number of modules in each category, follows:

Category	Number of Modules
A — Program Planning, Development, and Evaluation	11
B — Instructional Planning	6
C — Instructional Execution	29
D — Instructional Evaluation	6
E — Instructional Management	9
F — Guidance	5
G — School-Community Relations	10
H — Student Vocational Organizations	6
I — Professional Role and Development	8
J — Coordination of Cooperative Education	10

HOW WERE THE MODULES DEVELOPED AND TESTED?

Development of the first version of the modules was a cooperative effort involving faculty at the University of Missouri-Columbia, Oregon State University, the Oregon and Missouri State Departments of Vocational Education, and The Center for Vocational Education.

The modules underwent preliminary testing at the University of Missouri-Columbia; Oregon State University, Corvallis; and Temple University, Philadelphia.

Advanced testing of the modules was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

WHAT IS IN A MODULE?

Each module is an instructional package designed to cover one or more closely related teaching competencies. The package includes information activities and feedback devices to help the module-taker acquire each competency.

The module format is standardized into four components. A description of each component in the order of their occurrence in the module follows:

About This Module: This section provides the following information: (1) a list of the objectives, both enabling and terminal, for the module; (2) the prerequisite skill(s) needed in order to complete the module; (3) a listing of all outside resources, both

Vo-Tech Teacher Workshop Set For Friday at SUNY Utica-Rome

DR. GLENN ACQUAVIVA

The new state-mandated concept of performance-based teacher education will dominate the agenda of the Vocational-Technical Teacher Education Institute being held by the State University College at Utica-Rome Friday and Saturday at the college.

With a target date of 1980 to implement the new teaching techniques, the Vocational-Technical Education Department at Utica-Rome has started to move in this direction by being involved in National Institutes for Performance-Based Teacher Education. The Upper Division College is one of the 25 institutions selected for an Institute.

Dr. John Glenn, director of vocational-technical teacher education, and Nicholas Acquaviva, associate professor, both of SUNY Utica-Rome College, are planning the Institute.

Dr. Robert E. Norton, director of the Performance-Based Teacher Education Institute at the nation's largest research center for vocational education, is coming to Utica from Ohio State University in Columbus, to address the workshop. Dr. John Popovich, assistant professor of vocational-technical teacher education at the State University College at Buffalo is serving as consultant.

Attending the workshop will be adjunct faculty and coordinators of vocational teacher education activities which service 44 counties in the state under the supervision of the department at Utica-Rome.

Dr. Glenn said, "The Institute will be a challenging and exciting experience, because it will require the involvement of everyone attending. We will be moving on two fronts: analyzing and evaluating current practices and working toward the implementation of the innovative methods and techniques associated with performance-based teacher education.

"The words 'Performance-based teacher education' will mean more to the lay person when we point out how it differs from present teaching methods," Dr. Glenn said. "The major emphasis of performance-based teacher education programs and materials is the requirement that teachers prove their competency by demonstrating their ability to perform critical teaching skills in actual classroom situations, rather than by answering questions on written examinations."

Acquaviva said, "Our department services 44 counties in the state and one of the new techniques, the modular approach, will help us to achieve greater scheduling flexibility and thus provide increased services to potential teachers in less densely populated areas of the state."

The department at Upper Division ollege provides inservice and pre-service teacher preparation at the undergradute and graduate levels for candidates in the areas of trade and industrial, technical, health, distributive and business education leading toward the bachelor of science and master of science in education degrees. The department's mission encompasses inservice undergraduate education, preservice undergraduate education, graduate education, research and specialized services to vocational-technical programs in secondary, BOCES, and two year post-secondary institutions.

Teachers Convene At Upper Division

A special conference on the new concept of "performance based teaching" will be held Dec. 17 and 18 at Upper Division College.

Performance-based teaching requires teachers to prove their competancy by demonstrating their ability to perform critical teaching skills in actual classroom situations, rather than by answering questions on written examiniations, explained Dr. John Glenn, director of vocational technical teacher education for the college.

The state has set a target date of 1980 to implement the new techniques, but the college is already moving in this direction by joining in the national conferences.

Upper division is one of 25 colleges selected for one of the conferences.

Attending will be Dr. Robert Norton, director of the performance based center at Ohio State University, Dr. John Popovich from SUC Buffalo and local professors.

The vocational-technical education department at the college provides inservice and preservice teacher preparation at the graduate and undergraduate levels.

CENTERGRAM

Volume XI, Number 8 August 1976

STATE DIRECTORS TAKE POSITIONS ON ISSUES IN VOCATIONAL EDUCATION

Six major issues in vocational education were examined and positions established during the 1975 National Leadership Development Seminar for State Directors of Vocational Education. The seminar, sponsored by the Bureau of Occupational and Adult Education/USOE under an Educational Professional Development Act (EPDA) and conducted by The Center, culminated in the following key positions or responses to the issues posed.

A PHILOSOPHY FOR VOCATIONAL EDUCATION

The State Directors believe that a philosophy for vocational education must grow out of and be in harmony with a total philosophy of education for the individual and for the society in which he/she lives and works. The importance of the individual within an educational program is without question. The competencies and interests of the individual must be considered, but the opportunities within and needs of society in which the individual will participate must also be considered as vocational education programs are established.

GOVERNANCE OF VOCATIONAL EDUCATION AT THE STATE AND LOCAL LEVEL

The National Association of State Directors of Vocational Education fully supports a single agency administrative governance structure with full authority for vocational education administration at the state level.*

Vocational education includes all educational programs for youth and adults which prepare or retrain them for work.

THE ROLE OF VOCATIONAL EDUCATION IN THE CETA PROGRAM

Vocational education must be a vital partner in the arena of manpower development and a mechanism for the delivery of services. Vocational education has the potential for assisting the Comprehensive Employment Training Act (CETA) in solving our structural unemployment problems. Vocational education has an opportunity for a much greater involvement in the provisions of training and services for economically disadvantaged, unemployed, and underemployed persons.

The State Directors believe that the public education system should retain the responsibility for publicly-financed vocational education programs—including the manpower training and retraining programs for adults. CETA and vocational education stand to benefit immeasurably by utilizing the expertise and services of vocational education, which has the capacity to link the person in need of basic skills with the vast resources of the public education system and the job market.

Congress should take the initiative with vocational educators who recognize the need to make sense out of our overlapping manpower policies and who are willing to reorient their thinking to [illegible] the more severe problems of structural unemployment.

ROLE OF VOCATIONAL EDUCATION IN LARGE CITIES

The role of vocational education in large cities is to provide a flexible and versatile series of quality programs that will meet the needs of the population to be served and to produce a competent vocational product that will fit the requirements of the users, the business-industrial-labor complex. Part of this role is the self-development of a positive image and the acceptance of a sharing of the responsibilities inherent in a total educational system.

---

*One task force did not hold this position. They recommended that a single, separate state agency administrative structure specifically for vocational education be installed in all states.

A publication of The Center for Vocational Education
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

IMPROVING BUSINESS-INDUSTRY-LABOR INPUTS INTO PERSONNEL DEVELOPMENT PROGRAMS

The Business-Industry-Labor Project will be conducted during the period July 1, 1976 - June 30, 1977. The three major objectives of the project include:

1. To conduct a mail survey of vocational teacher education departments to determine the extent to which each institution has developed business-industry-labor inputs into its personnel development programs,
2. To conduct a three-day workshop for ten selected participants and members of the planning committee at The Center, Columbus, Ohio, on November 15-17, 1976, for the purpose of developing a generalizable training resource package to show how business-industry-labor inputs into vocational education personnel development programs can be improved, and
3. To conduct a one-day training program in the use of a training package at The Center on February 2, 1977, for approximately sixty vocational teacher educators and administrators and representatives from business, industry, and labor.

INCREASING THE IMPACT OF FEDERALLY-ADMINISTERED VOCATIONAL EDUCATION EXEMPLARY PROJECTS

This project uses a three-day national conference in late February 1977 at The Center, Columbus, Ohio to increase the impact of vocational education exemplary programs among vocational educators. Diffusion techniques and evaluation design applicable to cooperative education programs and work study programs will be presented to teacher educators, state consultants, project administrators, and others attending the conference.

IMPROVING VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS

The project is a national priority awarded by the Bureau of Occupational and Adult Education, U.S. Office of Education. This year's activity builds upon the highly successful National Workshop for Improving Vocational Education in Corrections held at The Center, Columbus, Ohio, in October 1975. Specifically, the current project has the following major thrusts: (1) To provide technical assistance to ten states interested in improving vocational education within their system (A workshop will be held for these during October 1976.); and (2) To conduct a national conference on May 2-3, 1977 focusing upon improvement of vocational education opportunities for offenders.

A PROGRAM OF TRAINING FOR INSTALLATION COMPETENCY-BASED VOCATIONAL INSTRUCTION

This program of training focuses upon the preparation of vocational teacher educators and department chairmen to train vocational teachers for installing competency-based instruction (CBI). The program of training will consist of a series of components including convening a national planning committee, development of training packages and conducting a national workshop for vocational teacher educators and department chairmen.

NATIONAL INSTITUTE OF COMPETENCY-BASED TEACHER EDUCATION

The institute will consist of a series of instructional components including six regional workshops, twenty-five on-site workshops, and follow-up technical assistance on procedures for implementing CBTE programs. Three training products will also be produced and used including a regional workshop module, an on-site workshop module, and a color slide/tape presentation. It is anticipated that a total of 375 vocational teacher educators will be trained by the institute.

Product News

The Center's Informational Analysis Series continues to be a valuable tool in many areas of vocational and career education because of its broad information base. The twenty-eight publications are each a result of review and synthesis of literature and applications of findings to the solution of problems in vocational, technical, practical arts and career education.

Individual titles and prices are listed below.

Review and Analysis of Instructional Performance Objectives in Vocational Education, by David Allen (IN 68 – $2.50).
Review and Synthesis of Research on Industrial Arts for Students with Special Needs, by James Buffer (IN 69 – $5.00).
Cooperative Vocational Education Programs: Staff Development, by Roy Butler (IN 70 – $2.50).
The Meaning and Value of Work, by H. C. Kazanas et al. (IN 71 – $5.00).
Conducting Evaluation Within a State: Information for State Leaders, by Willi[illegible] Stevenson and William Ward (IN 72 – $2.50).
A Guide for Local Program Evaluation, by Richard Edsall (IN 73 – $2.50).
Local Vocational and Technical Education Supervision, by Darrell L. Parks (IN 74 – $2.50).
Utilizing Manpower and Follow-up Data: A Perspective for Local Vocational Planning, by Marvin Robertson (IN 75 – $2.50).
Articulation of Secondary and Post-Secondary Occupational Education Programs, by Louis Bender (IN 76 – $3.50).
Instructional Materials for Cosmetology and Barbering, by Olive Scott (IN 77 – $2.50).